DOCUMENT RESUME

ED 096 473 95 CE 002 085

AUTHOR	Kingston, Carmela C.; Thomas, Ellis R.
TITLE	National Symposium for Business and Office Education Curriculum Guidelines.
INSTITUTION	Trenton State Coll., N.J. Div. of Business.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	V357003
PUB DATE	[73]
GRANT	OEG-0-73-1182
NOTE	125p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Business Education; *Career Education; *Curriculum Development; Curriculum Evaluation; Educational Development; *Office Occupations Education; Organizational Development; Post Secondary Education; Primary Grades; Program Development; Secondary Grades; Speeches; *Symposia

ABSTRACT

Symposium participants met to develop guidelines for developing curriculum for the area of business and office education, K through adult. The session reports are presented in outline form according to topic definition, problem areas, and recommendations. Topics discussed include: organizational patterns in the business and office education curriculum, the cluster approach to business and office education curriculum development, business and office education programs K-14, the role of business and office education in career education, programs for the disadvantaged and handicapped, public relations, the role of state staffs in program development, and alternate programs. The appendix makes up a major part of the document offering the texts of presentations by: Robert M. Worthington, Charles M. Galloway, Ray Price, Harry L. Huffman, David Schoenfeld, Louise Keller, Paul Plevyak, Agnes Kinney, Doris Crank, and Jerry A. Kicklighter. A symposium evaluation and symposium program conclude the final report. (MW)

ED 096473

NATIONAL SYMPOSIUM
FOR BUSINESS AND OFFICE EDUCATION
CURRICULUM GUIDELINES

BY

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This Symposium is part of a Project funded by the U. S. Office of Education, Grant # OEG-0-73-1182, through the Division of Business, Trenton State College, Trenton, New Jersey 08625

FINAL REPORT

Project No. V357003

Grant No. OEG-0-73-1182

The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

Business and education are rapidly changing, thus making necessary national efforts toward curriculum improvement to meet the changing needs and demands of our society and our students. With the development of the career education concept and with the increasing emphasis on consumer education, it is imperative that a variety of curricula other than the traditional stereotypes, be developed. In order to fulfill current needs in business and office education, it is necessary to assess present curriculum practices and to identify those areas requiring reinforcement and/or reform. The purpose of this project was to develop guidelines for developing curriculum for the area of business and office education. Curriculum guidelines were defined as conditions to be met or prescriptive statements designed to direct, regulate or enforce. Hopefully, such guidelines will serve as a major basis for the development of curriculum for business and office occupations, K through Adult.

A three-day invitational National Symposium for Business and Office Education was held in Denver, Colorado, in September 1973. In order to obtain input from the field of business and office education in the development of the curriculum guidelines, state supervisors of business and office education from each state and a business teacher educator from each state were in attendance. In addition, representatives of other groups concerned with business education such as city supervisors, junior colleges, proprietary business schools, classroom teachers, publishers, and professional organizations participated in the Symposium. This was the first combined leadership conference of state supervisors and teacher educators of business and office education

The Symposium provided the conference participants an opportunity to assess current curriculum practices, to plan for new directions in business and office education curriculum with emphasis on its role in career education, and to provide bases for future curriculum planning in business and office education. Additionally, the Symposium hoped to strengthen coordination and cooperation between and among state supervisors of business and office education and business teacher educators and others concerned with business and office education.

A planning committee, along with the project directors, met with USOE personnel to determine curriculum areas and topics to be included in the Symposium. Knowledgeable speakers and discussion leaders were identified, and a format for the program was developed. A copy of the complete program and the speeches are included in the Final Report.

The cooperation of the USOE and the Symposium participants was magnificent. This Final Report of the National Symposium for Business and Office Education includes the guidelines for curriculum developed by the Symposium participants and will be widely disseminated. State supervisors, business teacher educators, and other conference participants are urged to develop a plan of action to implement the recommended guidelines.

Special appreciation is extended to Dr. Robert M. Worthington, Dr. Elizabeth J. Simpson, and Mr. James H. Wykle of the United States Office of Education. Appreciation is also due the Symposium Planning Committee, whose members are recognized elsewhere in this report.

Carmela C. Kingston
Ellis R. Thomas

INTRODUCTION

The program for the National Symposium for Business and Office Education provided the opportunity for the participants to discuss organizational patterns in the business and office education curriculum, the cluster approach to business and office education curriculum development, business and office education programs K-14, the role of business and office education in career education, and several other selected topics of importance to business and office education.

In order to facilitate discussion of topics, conference participants were given work assignments and organized into small groups. A discussion leader and recorder were designated for each session, and each group had the responsibility of devising a "working definition" of the topic to be discussed. In addition, the participants were asked to identify specific problem areas that need to be resolved within each topic and to make recommendations for reinforcement and/or reform to provide for more effective business and office education. They had the responsibility of accomplishing a large job in a short time. The numerous recommendations made as a result of each session attest to the fine cooperation, dedication, and candor of the Symposium participants.

The reports submitted by the recorders reflected the thinking of the members within the group and have been edited to provide for clarity, conciseness, and consistency in format. Minority reports which were significantly different from the group reports have been included. In addition to reports of each group session, a summary of common problems and recommendations has been included for the areas of career education, organizational patterns in curriculum, and areas of instruction.

Careful examination of the group reports and the Symposium speeches should provide valuable input and direction for those interested in and responsible for developing curriculum guidelines in business and office education.

BLOCK TIME, MODULAR, FLEXIBLE SCHEDULING
(SESSION 01)

TOPIC DEFINITION

Block Time Scheduling: An administrative device to provide a period of time usually consisting of two or more periods, 90 to 100 minutes, in which two or more related office occupation areas of instruction are integrated and taught.

Modular Scheduling: A scheduling of students into classes of neccesary length to achieve the objectives of the particular subject.

Flexible Scheduling: An administrative procedure which permits students to select the various times they will take a class based on their individual needs.

PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Provide adequate instructional materials and teacher re-education programs for block time instruction.
2. Develop performance objectives for block time instruction.
3. Insure a variety of work experiences for teachers of block time programs.
4. Elicit administrative and teacher support for block time programs.
5. Determine appropriate student evaluative procedures in block time programs.
6. Surmount present scheduling difficulties of block time programs.
7. Decide the amount of time necessary for teachers to prepare for block time instruction.
8. Allow the proponents of block time instruction to answer the following questions:
    (1) When should the block time approach be used?
    (2) How is early graduation handled?
    (3) Should block time be combined with traditional scheduling?
    (4) How does block time instruction relate to cooperative education?
    (5) What credit will be given for the program?
    (6) Should competencies to be related and integrated be assigned priorities?
9. Guarantee that those projects assigned to students in block time instruction reflect their needs.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Update listings of instructional materials for block time instruction and provide a handbook to help teachers develop their own block time programs.
2. Provide re-education of teachers in the use of block time instruction.
3. Define the certification criteria for teachers of block time programs.
4. Utilize block time instruction in areas other than skills, particularly the science of Administrative Management.
5. Encourage additional research in basic learning processes.

INTENSIFIED PROGRAMS
(SESSION 02)

TOPIC DEFINITION

Intensified programs are concentrated educational programs designed to serve any student who has a need for and can benefit from a plan of instruction which will lend to that student's employability in business and office occupations.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Obtain general agreement on the following as they relate to the establishment of an intensified program:
    (1) Optimum grade level and appropriate institution.
    (2) Length of the instructional period.
    (3) Number of students to be served.
    (4) Student identification and selection.
    (5) Selection of program content and materials.
2. Evaluate the effectiveness of intensified as compared to co-operative programs.
3. Identify all of the sources of funding for intensified programs.
4. Effect sufficient administrative and staff support for intensified programs.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Form and utilize advisory groups truly representative of the industry for which training is being provided.
2. Encourage teacher education institutions to improve pre-service and in-service programs for teachers of intensified programs. In addition, the institutions should become more actively involved in local program development.
3. Utilize job competency guides and employment opportunity surveys in planning intensified programs.
4. Provide information to administrators, guidance personnel, and teachers to inform them of the objectives and specialized nature of intensified programs.

SIMULATION/MODEL OFFICE
(SESSION 03)

TOPIC DEFINITION

Simulation/model office is a method of instruction which replicates the organization, tasks, work flow, procedures, conditions, and standards which are found in an office.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Clarify and identify the goals and objectives of simulation/model office.
2. Adequately design hardware and software for simulation/model office.
3. Provide adequate pre-service and in-service teacher training.
4. Allow adequate time for planning the program and for developing appropriate materials.
5. Sufficiently evaluate progress and program effectiveness.
6. Develop a sound public relations program designed to reach administrators and/or teachers.
7. Justify and/or reduce the expense of using the simulation/model office.
8. Determine optimum student enrollments, credit hour assignments, and program prerequisites.
9. Widely disseminate available materials.
10. Provide articulation between secondary and post-secondary levels.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Establish a philosophical base for simulation/model office.
2. Make available a greater variety of as well as more advanced levels of materials.
3. Utilize advisory committees in designing programs and preparing instructional materials.
4. Provide more pre-service and in-service training for teachers.
5. Foster the sharing of the facilities of high schools, community colleges, and vocational centers.
6. Require business experience and management competencies for teacher certification.
7. Make available experimental high school facilities to provide for research in program design and evaluation and in-service training.
8. Establish a national clearinghouse for disseminating teacher-prepared materials.

9. Provide for greater articulation at the various educational levels.
10. Require students to experience one or more of the following activities as a culminating, integrated activity:
    (1) simulation/model office
    (2) directed work experience
    (3) cooperative office education
11. Identify programs, rather than courses, for purposes of funding.

COOPERATIVE EDUCATION
(SESSION 04)

TOPIC DEFINITION

Cooperative education is a vocational education instructional method which provides students with an opportunity to work toward career goals and graduation credit through a combination of regularly scheduled part-time paid employment and job-related classroom instruction, both supervised by the same qualified teacher-coordinator.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Consistently provide remuneration for student trainees for their work.
2. Decide both minimum and maximum hours of work per week in terms of what is educationally sound.
3. Continue funding of cooperative programs for recognition at the local level.
4. Effectively utilize advisory councils.
5. Establish consistent certification requirements for teacher-coordinators.
6. Stablize the number of credits towards graduation a student-trainee may earn.
7. Identify state and federal labor department requirements concerning hours and wages.
8. Define carefully the role of occupational mix or interdisciplinary programs.
9. Utilize training agreements fully.
10. Evaluate teacher-coordinators relative to meeting the objectives of all phases of the program.
11. Provide training stations which offer learning situations.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Require all teacher-coordinators to be thoroughly trained in the use of training agreements and in the operation of the cooperative program.
2. Broaden cooperative education programs to provide learning activities for more than just the technical competencies (i.e. occupational adjustment competencies, career planning).
3. Employ the job analysis method to determine competencies needed in training stations. Degree of competency needed by the student-trainees should also be based on job analysis.

4. Design teacher education programs for teacher-coordinators based on needed competencies. The work experience of the teacher-coordinator should be evaluated in terms of competencies rather than length of work experience.
5. Provide business teachers with in-service program emphasizing the use of job analysis in designing programs.

INDIVIDUALLY PRESCRIBED INSTRUCTION
(SESSION 05)

TOPIC DEFINITION

Individually prescribed instruction is that which describes to the student what he is to accomplish, how he is to accomplish it, and indicates when the objective has been met.

It is instruction prescribed for each student by a teacher or teaching team which specifies the competencies to be attained at stated intervals, provides learning activities designed to develop those competencies, then measures student progress in terms of predetermined performance goals.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Decrease the high expenditure of both money and faculty time in developing programs.
2. Avoid violating basic learning principles in developing IPI materials.
3. Determine the varying rate of learning experienced through IPI among students.
4. Explore thoroughly the role of differentiated staffing in individually prescribed instructions.
5. Establish the responsibility for initiating IPI programs and for their continued operation.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Adhere to the basic learning theory in the development of IPI.
2. Determine alternative strategies by teacher educators and (state) supervisors to support teachers in the development of individually prescribed instruction programs and instructional materials. Such alternative strategies could include: industry training programs; the Air Force plan for task analysis; and establishing teaching centers staffed by master teachers, teacher educators, supervisors, guidance and/or occupational specialists, media specialists, and representatives from the business community.
3. Combine the best efforts of teacher educators and (state) supervisors to plan, develop, and disseminate IPI materials.
4. Make greater use of multi-media in conjunction with traditional materials.

TRADITIONAL SINGLE-SUBJECT CURRICULUM
(SESSION 06)

TOPIC DEFINITION

The traditional single-subject curriculum incorporates those courses of a predetermined length of time which have as their objective the acquisition of specific competencies--skills, knowledges, and understandings.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Avoid requiring students to make tentative career decisions too early.
2. Strengthen guidance programs as they relate to business education.
3. Incorporate innovative and creative approaches in traditional subject areas.
4. Assist students in identifying the relationship and/or relevancy of various subjects to their tentative career goal.
5. Incorporate new or emerging concepts in the traditional single-subject areas.
6. Evaluate the effect of openness in course selections available to students on providing sequential occupational educational programs. Ensure sequential occupational educational programs when students are permitted open course selection

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Identify the strengths of the traditional single-subject curriculum.
2. Identify relevant subject matter and eliminate that which is not.
3. Develop procedures which will permit students open entry and exit.
4. Clearly identify the guidance role of the teacher.
5. Develop new patterns and new ways of integrating career education.
6. Develop in-service programs for teachers which emphasize methods of teaching basic arithmetic and communications skills.
7. Utilize advisory councils in developing open communication among school administrators, businessmen, and the local community.

SUMMARY

ORGANIZATIONAL PATTERNS IN CURRICULUM

A review of the reports for sessions 01 through 06 will reveal that numerous problem areas and recommendations were listed for each specific area. Throughout these specific problem areas and recommendations, however, were commonalities which are summarized below.

PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Expand adequate instructional materials in BOE.
2. Refine evaluation procedures for pupil performance and program effectiveness.
3. Provide sufficient pre-service and in-service training for teachers.
4. Agree on how many credits should be granted toward graduation for each of the organizational patterns discussed.
5. Define and standarize the terms which are common to all programs.
6. Elicit agreement on when, where, and to whom each of the organizational curriculum patterns should be offered.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Develop a greater variety of BOE instructional materials and competency based guides.
2. Provide comprehensive pre-service and in-service education teachers of new programs.
3. Establish a central clearinghouse for BOE instructional materials.

RECORD SYSTEMS AND CONTROL
(SESSION 07)

TOPIC DEFINITION

Record systems and control is defined as the instructional content, related materials, methodology, and administration of the accounting and data processing disciplines.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Identify the skills and knowledges needed by employees involved in record systems and control and the level at which instruction should begin.
2. Improve instruction in business mathematics.
3. Provide record systems and control instruction in other vocational areas such as health occupations and trade and industrial education.
4. Simplify the procedures of curriculum revision in teacher education institutions.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Develop a variety of instructional materials for teaching record systems and control at various levels.
2. Develop and disseminate a manual describing the use of the Nobels Project.
3. Emphasize the teaching of concepts rather than skills.
4. Undertake a public relations program to improve the image of the record systems and control field.
5. Evaluate teacher-education program content and make needed changes.
6. Develop record systems and control experience modules for various instructional areas such as health occupations and trade and industrial education.

SECRETARIAL
(SESSION 08)

TOPIC DEFINITION

Secretarial education is the preparation of individuals for employment in the office occupations that requires specialized skills, knowledges, and attitudes. The ability to take dictation and to transcribe forms the core of the specialized skills. In addition, the individual should have the ability to perform a variety of office tasks relevant to the plan of work.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Encourage business educators and guidance personnel to work more closely in recruiting students and in improving the image of business education.
2. Improve student attitudes toward shorthand homework.
3. Provide instruction beyond the manipulative skills to include proper attitudes, human relations and decision making.
4. Provide shorthand offerings that will allow for individual student differences.
5. Recognize the value of abbreviated writing system for entry level positions.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Identify units of instruction in the secretarial curriculum necessary for all students.
2. Provide training for administrative positions such as those available in Word Processing.
3. Design instruction to help the student to recognize the relationship of entry-level jobs to higher-level occupations.
4. Identify additional predictors of success in shorthand.
5. Build a flexible, student-based curriculum developed around individual differences and career interests.
6. Provide students with a knowledge of job opportunities available.
7. Expand instruction beyond the teaching of skills to include such areas as attitudes, human relations, poise, public relations and money management.
8. Diagnose student failures and develop units of instruction designed to change deficiencies into strengths.

9. Make available more than one kind of shorthand.
10. Be aware of the impact of new management techniques such as Word Processing.
11. Include more editing experiences in such courses as Business English.
12. Recruit more male students.

CLERICAL
(SESSION 09)

TOPIC DEFINITION

Clerical education is the preparation of individuals for employment in the office occupations that requires specialized skills, (exclusive of the ability to take shorthand and transcribe), knowledges, and attitudes.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Project a more positive image of clerical occupations.
2. Update teacher education programs in the areas of methodology and content as they relate to the clerical program.
3. Improve communication between teachers of clerical subjects and the business community.
4. Identify the basic needs and skill requirements for students who are interested in clerical occupations.
5. Effectively utilize pre-tests in planning instruction.
6. Teach for desirable attitudes and knowledges in the affective domain.
7. Inform elementary school teachers of the clerical occupations cluster.
8. Encourage teacher educators and state departments of education to work closely together.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Integrate more youth activities into the instruction of the clerical occupations.
2. Utilize advisory groups in planning meaningful clerical occupations programs.
3. Employ the business community as resources.
4. Utilize job task analysis studies in determining program content.
5. Expand methodology in clerical programs to include in-basket activities, simulations, and cooperative education.

ADMINISTRATIVE
(SESSION 10)

TOPIC DEFINITION

Administrative is that area which assures a process of organizing, leading, monitoring, and assisting in decision making to coordinate all activities of the American social/economic structure.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Improve the "image" of the administrative area.
2. Identify both the academic and skill requirements of the administrative area.
3. Provide for upward mobility for females in the administrative area.
4. Encourage secondary and post-secondary schools to prepare stuents for administrative responsibilities.
5. Prepare teachers to teach management at the secondary level.
6. Teach students wise decision-making strategies.
7. Attract students into the management area at the secondary school level.
8. Develop programs as opposed to courses in adminis[illegible]ion.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Include management courses in teacher education programs.
2. Make collegiate business education programs more flexible.
3. Utilize instructional materials being used in business-based management training programs.
4. Encourage student interest and provide for entry into the administrative cluster.
5. Employ youth group activities, simulations, and/or cooperative programs in developing management skills.
6. Define management education at all levels--secondary, junior college, and college and university.

BUSINESS OWNERSHIP
(SESSION 11)

TOPIC DEFINITION

Business ownership is the process of organizing, managing, and assuming the risks of a business enterprise.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Emphasize business ownership as a career possibility.
2. Prepare business education teachers to feel confident to offer instruction in this area.
3. Provide an adequate supply of appropriate and effective instructional materials relating to business ownership.
4. Obtain general agreement as to course content and/or sequence of courses.
5. Determine the educational level at which business ownership emphasis should be initiated.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Increase efforts directed toward developing teaching confidence among business educators through an understanding of business ownership concepts, including the risks, responsibilities, and advantages of business ownership.
2. Emphasize the psychological advantages of business ownership, as well as the profit motive.
3. Encourage business ownership as a career opportunity for all students, including the disadvantaged and minority groups.
4. Give attention to the development of instructional material for this area including supportive resource bibliographies for teacher use.
5. Reinforce curriculum offerings through utilization of community businessmen and resources.
6. Continue curriculum research in this area as through the National Business Education Association curriculum project in business ownership.
7. Utilize the findings and recommendations of the National Task Force for the Education and Training of Minority Business Enterprise.

SUMMARY

AREAS OF INSTRUCTION

The sessions devoted to the specific areas of instruction; record systems and control, secretarial, clerical, and administrative identified several problem areas and recommendations with broad implications.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - THERE APPEARS TO BE A LACK OF:

1. Specific inventories of knowledges and skills, including degrees of proficiency, needed by all workers in the business and office occupations cluster.
2. Appropriate methods of teaching for positive attitudes and other knowledges in the affective domain.
3. A positive image of business and office education among school administrators and guidance personnel.
4. Significant instruction beyond the development of manipulative skills.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD DEVELOP:

1. Public relations programs designed to provide positive information regarding the value of business and office education.
2. Instructional approaches and methodology which concentrate on developing affective domain competencies along with teaching necessary skills.
3. Task analyses for all of the areas of the BOE cluster.
4. Flexible student-based curricula developed to recognize individual differences.
5. Youth group activities as an integral part of the instructional process.

ROLE OF STATE STAFFS IN THE DEVELOPMENT OF BUSINESS AND OFFICE EDUCATION PROGRAMS

(SESSION 12)

TOPIC DEFINITION

State staffs are those persons employed by a state department of education with a major part of their responsibility devoted to providing leadership and supervision in business and office education. Their responsibilities include such major areas as: (1) planning and developing curriculum, (2) disseminating materials, and (3) program evaluation.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Strike a balance between administrative and supervisory responsibilities.
2. Improve program communication efforts among states.
3. Recognize the needs of target populations such as the disadvantaged and handicapped students.
4. Increase state staff salaries adequately enough to attract and retain highly competent personnel.
5. Provide and make available more reliable and current labor statistics, job definitions, and task analyses.
6. Initiate activities as a unified team through NASSBOE.
7. Involve the community in business and office education program development and implementation.
8. Insure that the state department of education, teacher certification personnel, and business teacher educators are working closely enough to provide adequate teacher education programs.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Improve communication among state staffs of business and office education through the use of regional centers to be used as repositories of materials.
2. Request that USOE provide labor statistics, job definitions, and task analyses to be used as a basis for program development.
3. Encourage a closer relationship between business educators and state teacher certification staffs.
4. Utilize the total community in the development and implementation of business and office education programs.

5. Remind state supervisors of business and office education to recognize both their administrative and supervisory roles.
6. Encourage business and office education personnel to work more closely with all educational disciplines.
7. Provide state supervisors with information about programs for all "target populations" including, but not limited to, programs for the disadvantaged, handicapped, and minority groups.

PUBLIC RELATIONS
(SESSION 13)

TOPIC DEFINITION

Public relations seeks to provide information to bring about a clear understanding between business education and the public it serves. Good public relations depends upon interaction and cooperation among all parties. The "public" includes: community, students, parents, employers, administrators, governmental agencies, and fellow teachers.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Provide a staff and a budget to conduct public relations activities.
2. Identify target populations for public relations activities.
3. Establish effective timing of public relations activities.
4. Utilize the media more effectively for business and office education public relations activities.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Be provided with both a staff and a budget to conduct public relations activities and to provide information about business and office education.
2. Inform chief state school officials of the activities of business and office educators and the accomplishments of the program.
3. Utilize all business and office education personnel as well as students in the public relations effort.

PROGRAMS FOR DISADVANTAGED STUDENTS
(SESSION 14)

TOPIC DEFINITION

For the purposes of this discussion, programs for the disadvantaged have been defined as those serving students with both physical disabilities and disabilities in the areas of speech, writing, arithmetic, achievement, motivation, and reading.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Reduce the heavy textbook emphasis of educational materials published for the instruction of the disadvantaged student.
2. Educate teachers to recognize and diagnose disabilities and to utilize appropriate resources.
3. Obtain input from teachers of successful programs for disadvantaged students.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Make available to teacher educators information about effective programs for teaching students with learning disabilities.
2. Undertake interdisciplinary curriculum projects designed to develop programs for students with learning disabilities.
3. Assign state department and USOE personnel who are specifically trained to work with students who have learning disabilities to assist in program planning.
4. Provide more curriculum options for students with learning disabilities.
5. Develop interdisciplinary teacher education programs which stress commonalities and teaching methods for working with the disadvantaged students.

PROGRAMS FOR HANDICAPPED STUDENTS
(SESSION 15)

TOPIC DEFINITION

Programs for handicapped are programs designed for students who by reason of physical, emotional, or mental defect or impairment experience difficulties in functioning in a regular learning situation.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Allow teachers to cope with the problems of handicapped students.
2. Provide teachers with the special equipment or physical facility necessary to work with the handicapped students.
3. Make available to teachers the materials needed for individualized learning.
4. Assist teachers who find it difficult to work with the emotionally disturbed child.
5. Insure that administrators inform teachers that they are dealing with handicapped students.
6. Identify sources of funds to help finance programs.
7. Inform school officials of the local agencies which provide services for handicapped students.
8. Identify those jobs for the handicapped and communicate to educators the requirements for those jobs.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Provide teacher education programs designed to prepare teachers to identify and teach handicapped students.
2. Request school personnel to identify outside agencies which can assist in the education of the handicapped for employment.
3. Identify and utilize appropriate learning materials as needed.
4. Encourage local school personnel to apply for available funds for developing programs for handicapped students.

BASIC BUSINESS
(SESSION 16)

TOPIC DEFINITION

Basic business is comprised of those courses in the business area which are directed toward economic understanding rather than skill development.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Avoid the elinimation of many good basic business subjects because of the lack of state and federal funding.
2. Formulate general agreement on course content of basic business subjects.
3. Upgrade the status of basic business within the school.
4. Identify effective methods of teaching basic business subjects.
5. Offer basic business subjects to a larger segment of the school population.
6. Provide consumer education within the total basic business area.
7. Insure that teacher education programs are providing sufficient preparation for teachers of basic business subjects.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Critically review basic business subjects in terms of content.
2. Provide instruction in basic business subjects which would be activity oriented.
3. Evaluate instructional materials particularly as they apply to student reading levels.
4. Evaluate and improve present methodology.
5. Assess the need to offer basic business courses to consumer and businessmen.
6. Emphasize consumer education concepts and materials appropriate to each of the basic business subjects.
7. Appraise the value of an open-entry/exit approach to basic business subjects.
8. Improve guidance and counseling strategies for students of basic business subjects

BUSINESS AND OFFICE EDUCATION PROGRAMS - K-9
(SESSION 17)

TOPIC DEFINITION

It was the consensus of this group that the major thrust of business and office education grades K-9 should be in the area of career education. The definition, therefore, reflects their feelings.

Career education is the program which results when career development concepts are brought together with subject area concepts.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Integrate career education information and subject matter content.
2. Define the role of the business education teacher in terms of career education responsibilities in grades K-9.
3. Assign the responsibility for assuming the leadership of curriculum development and implementation of career education.
4. Fully examine all available occupations within the business area.
5. Assist students at this level to choose a specific job.
6. Recognize that the elementary teacher's occupational background is often limited to teaching, thus limiting the scope and vitality of career education instruction.
7. Promote teacher education programs that reflect a true commitment to the career education concept.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Prescribe the acquisition of competencies required of all workers, concurrent with career exploration.
2. Insure that all segments of the educational system be involved in career education development.
3. Initiate a comprehensive in-service training program for all elementary school teachers and administrators.
4. Study the role of the business and office education teacher and the core teacher in the career education process.
5. Improve communication and cooperation between teacher educators and state and local supervisors in developing career education.

BUSINESS AND OFFICE EDUCATION PROGRAMS - 10-12
(SESSION 18)

TOPIC DEFINITION

Business and office education in grades 10-12 is a systematic approach, through prescribed curriculum and experiences, to assist students in understanding the economic system and in preparing them to enter business and office occupations. Major components of such a system would include: building skills and competencies, providing consumer information, developing positive attitudes, and providing career information.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Redesign programs to provide for individual needs.
2. Expand intensified programs.
3. Standarize course titles and length of courses in BOE.
4. Provide exploratory courses in grades 10-12 for those students who need and want them.
5. Reexamine the effects of variable scheduling on the business education curriculum.
6. Provide good training stations for cooperative programs.
7. Adequately identify the content of the related class for cooperative programs.
8. Define simulation and establish its place in the curriculum.
9. Provide good public relations.
10. Allow for more flexibility in funding cooperative programs.
11. Establish the need for a teacher-coordinator to be employed for 12 months.
12. Provide for more emphasis on basic business and economic education.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Develop a list of competencies needed for all office occupations and provide relevant instruction.
2. Utilize youth organizations as part of the total curriculum.
3. Make curriculum materials available through a centrally located curriculum laboratory.
4. Improve articulation among industry, the community, and the school.
5. Recognize the need to emphasize the basic business elements of business and office occupations.
6. Incorporate economic education into the entire grade 10-12 curriculum.

BUSINESS AND OFFICE EDUCATION PROGRAMS - 13-14
(SESSION 19)

TOPIC DEFINITION

Business and office education programs in grades 13-14 provide training for high school graduates, unemployed persons, underemployed workers, and adults who are training for job entry into business and office occupations.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Allow state departments of education to approve short non-degree programs.
2. Improve articulation between post-secondary and four-year institutions.
3. Encourage teacher education institutions to prepare teachers for post-secondary teaching positions.
4. Maintain a strong student-teacher relationship resulting from individualized instruction, media, and software.
5. Effectively utilize advisory committees.
6. Assist students in mastering business and office occupations terminology.
7. Eliminate lock-step programs which exist at the post-secondary level.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Request that teacher education institutions provide preparation for post-secondary school instructors.
2. Develop state-wide policies to foster articulation across educational levels.
3. Facilitate transfer of credits between institutions.
4. Eliminate degree requirements for journeymen educators.
5. Utilize teaching approaches which will enhance the student-teacher relationship.
6. Employ an interdisciplinary approach to help eliminate language problems.
7. Endorse a state and/or national clearinghouse be provided for teacher-prepared materials.
8. Advocate "continuum" programs to be substituted for lock-step programs where applicable.
9. Publicize the facilities and expertise of AMIDS.

ROLE OF BOE IN CAREER EDUCATION - K-6
(SESSION 20)

TOPIC DEFINITION

The elementary or "career awareness" phase of business and office education is concerned with the introduction of the elementary grade student to the world of work, specifically in the area of business and office occupations. The elementary student also gains a positive personal philosophy towards work which stresses personal satisfaction as well as economic rewards from a career in business and office occupations.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Have BOE personnel represented on elementary school curriculum committees.
2. Sufficiently familiarize BOE teachers with methods of teaching elementary school-age children.
3. Eliminate the stereotype of office occupations and the roles performed by sexes.
4. Improve community attitudes toward career education.
5. Develop quality educational materials for career education.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Encourage BOE personnel to become involved in elementary education curriculum development.
2. Promote the use of BOE career information as an integral part of all segments of the elementary curriculum.
3. Include information on business ownership and the successes of minority groups.
4. Incorporate the "world of work", with input from BOE, in elementary teacher education programs.
5. Change the emphasis of state departments of education from regulatory to leadership.
6. Develop a plan of sequential progress, as opposed to "more of the same at each grade level".
7. Encourage accrediting agencies to recognize the impact of career education on the elementary school curriculum.
8. Conduct a Symposium of all administrative agencies and curriculum organizations with emphasis on career education.
9. Thoroughly evaluate current practices in career education.

ROLE OF BOE IN CAREER EDUCATION - 7-9
(SESSION 21)

TOPIC DEFINITION

Career education grades 7-9 provides the opportunity for a student to explore experiences (including hands-on, role playing, and simulation) in the occupational clusters of his choice. These experiences serve as a decision-making process prior to the student's entry into career preparation.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Develop sufficient curriculum materials.
2. Adequately fund programs in grades 7-9.
3. Coordinate cooperative curriculum development efforts to avoid overlaps.
4. Obtain the cooperation of senior high school teachers in developing and implementing programs at the junior high level.
5. Effectively design and plan a comprehensive career education program.
6. Insure that an unhappy student experience in a specific exploration activity does not create a negative student reaction to an entire cluster.
7. Fully utilize youth groups, advisory committees, and the community.
8. Provide pre-service and in-service career education training programs to provide qualified teachers and guidance counselors.
9. Adequately orient the community and the family to career education.
10. Establish the feasibility of providing all students in grades 7-9 with career education.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Emphasize a total program of business, rather than office, education.
2. Encourage a student-centered focus in career education programs.
3. Become more politically sensitive and effective in implementing the career education program.
4. Encourage state and local supervisors and teacher educators to work closely to implement career education.
5. Utilize advisory committees in all phases of implementing, operating, and evaluating career education.
6. Develop and utilize an effective system of evaluating career education.
7. Develop a strong public relations program.

ROLE OF BOE IN CAREER EDUCATION - 10-12

(SESSION 22)

TOPIC DEFINITION

Career education in grades 10 through 12 provides activities for the further development of the student's self concept and his ability to appraise his abilities, interests, and aptitude in terms of his career decision. Education and/or training for the selected occupation is also provided.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Provide career education instructional materials for prospective teachers, in-service teachers, or students.
2. Improve coordination and articulation among various disciplines.
3. Effectively utilize advisory committees.
4. Eliminate the stereotype of office work and the role of women in the labor market.
5. Encourage other departments in the school to implement career education.
6. Provide funding and staffing to develop and maintain a viable career education program.
7. Utilize team teaching to its fullest potential.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Establish career information centers to: (1) serve as a clearinghouse for projects, proposals, and materials that have been developed, (2) provide for field testing of materials, and (3) adapt and modify materials to special situations.
2. Foster the use of youth organizations to provide the career education program with co-curricular activities and leadership development opportunities.
3. Critically analyze the strengths and weaknesses of current programs and those being proposed.
4. Urge that all pre-service business teachers have actual work experience.
5. Provide business teachers with opportunities to periodically update skills and knowledges either through study or work experience.
6. Persuade business and office education teachers to assume a leadership role in career education.
7. Encourage extensive interdisciplinary work on career education.

ROLE OF BOE IN CAREER EDUCATION - 13-14
(SESSION 23)

TOPIC DEFINITION

Career education at the post-secondary and adult level is the total effort of education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED - APPROPRIATE PROVISIONS HAVE NOT BEEN MADE TO:

1. Coordinate curriculum planning in order to achieve the goals implicit to the career education movement.
2. Allow for horizontal exploration on the part of students.
3. Establish career oriented programs which emphasize knowledge and attitudes as well as skills.
4. Provide broad-based funding of career education in order to encourage rapid development of programs in English, History, Mathematics, and Science.
5. Begin career education before grades 13 and 14.
6. Provide in-service and pre-service orientation programs for teachers.
7. Incorporate the needs of older people nearing retirement in career education planning.
8. Persuade line administrators of the value of the career education concept.
9. Expand career counseling at the post-secondary and adult levels.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Develop short, specifically oriented courses and programs of varying lengths.
2. Evaluate present college admission requirements and transfer of credits.
3. Provide financial support for developing career education for the academic disciplines.
4. Encourage greater articulation among the various levels of eduucation and with guidance departments.
5. Develop guidelines for implementing career education.
6. Encourage business and office educators to broaden their awareness of present and future or available careers.

SUMMARY

CAREER EDUCATION

The reports of the four sessions devoted to the role of BOE in career education identified a number of problem areas and recommendations with implications for the total career education thrust, K-14. These commonalities have been summarized below.

SPECIFIC PROBLEM AREAS THAT NEED TO BE RESOLVED

Despite all of the efforts which have already been made to implement the career education concept, K-14, in BOE there still appears to be a need to:

1. Obtain materials and curriculum input from business educators.
2. Encourage coordination, cooperation, and communication among all groups responsible for implementing career education.
3. Adequately fund programs at all levels.
4. Provide adequate in-service programs for teachers.
5. Develop guidelines for implementing career education.
6. Fully utilize advisory committees.

RECOMMENDATIONS - THOSE PERSONS RESPONSIBLE FOR PROVIDING LEADERSHIP IN BOE SHOULD:

1. Foster stronger leadership from BOE teachers in career education.
2. Formulate guidelines for program implementation, evaluation, and effective use of advisory committees.
3. Develop better public relations programs.
4. Initiate more effective programs in BOE.
5. Establish procedures for articulation across educational levels.

REGIONAL MEETINGS
(SESSIONS 24-33)

The U. S. Office of Education of the Department of Health, Education, and Welfare has designated ten geographic regions in an effort to facilitate communications and provide better service to the various states. Each regional office is staffed with a Director of Adult Vocational-Technical Education and Manpower Training and program personnel responsible for adult education, manpower, and vocational-technical education.

Regional roundtable meetings were scheduled to provide the Symposium participants with the opportunity to discuss methods of improving communications and cooperation among the states and territories represented in each region. The recommendations derived from the regional meetings have been summarized below.

RECOMMENDATIONS

1. Communications: Combined, the regional meetings produced a long list of specific problem areas involving communications at all levels. The recommendations made to improve communications at each level were:

National - The U. S. Office of Education should:

A. Provide for additional national meetings similar to the Symposium. All levels of business and office education should be represented when planning such meetings and developing programs.

B. Publish a newsletter, distributed to business and office education state personnel, which includes a calendar of activities, the activities of the regional offices, and all other useful information.

C. Act as a clearinghouse for the dissemination of curriculum materials and the sharing of innovative ideas in such areas as program development, program evaluation, and workshops.

D. Provide guidelines for uniform funding of BOE programs among the states. Uniformity of funding would provide a common base for improving communications.

E. Investigate the possibility of using Part C and D funds to establish a BOE consortium.

F. Develop a position paper for national distribution which defines the role of office education in vocational education.

G. Provide an opportunity for BOE personnel from states of similar size to meet and discuss common problems.

Regional - Regional offices, through a leadership role, should:

A. Regularly sponsor regional meetings involving representatives of all the levels of BOE. The participating population should be based on the objectives of the scheduled meetings.
B. Facilitate the exchange of curriculum materials and innovative approaches. Maximum support should be given to the regional curriculum centers.
C. Develop a functional communications network within their regions and establish task forces dealing with the area of articulation. State supervisors of BOE should work closely with regional representatives in accomplishing these objectives.

State - State supervisors of BOE should provide the necessary leadership to:

A. Form state advisory groups representing teachers, teacher educators, and state staffs in order to develop criteria for the use of state funds, and to identify sources of federal funding.
B. Encourage joint meetings of teachers and teacher educators.
C. Improve communications by providing funds for in-service workshops conducted by teacher educators.
D. Discuss and plan in-service and pre-service programs through monthly meetings of teacher educators and state department staff.
E. Improve communications by providing a state-wide newsletter, investigating the use of state-wide media, and maintaining close contact with state business and education associations (i.e. Administrative Management Society, Delta Pi Epsilon).
F. Appoint a supervisor for non-reimbursed business education programs.
G. Advocate the use of the task force approach in solving state problems.
H. Inform all interested persons within the state of those grants which have been awarded and projects which are being conducted.
I. Schedule annual meetings involving secondary, post-secondary, area vocational-technical and adult educators.

2. Cooperation:

A. Each state should increase the availability of services and funding to career education through business and office education.
B. Teacher education institution and state staff BOE personnel should cooperate in recruiting and employing professional staff.
C. The large number of BOE personnel should demonstrate both their professional strength and unity.
D. Collegiate course offerings should be clearly described in order to provide for student transfer of credits.

OPEN FORUM - ALTERNATE PROGRAMS IN BUSINESS AND OFFICE EDUCATION

CONCURRENT SESSION (2)

The Open Forum was one of two concurrent sessions. All planning committee members, discussion leaders, and recorders met in concurrent session (1). The remaining Symposium participants attended concurrent session (2), the Open Forum. The forum was scheduled to provide these people with an opportunity for "blue-sky thinking" in business and office education curriculum.

The discussion that evolved centered around two questions: "How do we reach personnel in elementary and junior high schools with career education information?" and "How do we get these people actively involved in career education?" The contributions of the forum participants to the solution of these problems can be summarized as follows:

1. Provide the opportunity for elementary and junior high school personnel to work with business educators on the development of career education pilot materials.
2. Develop and implement a public relations program designed to gain the support of elementary and junior high school administrators for the career education concept.
3. Provide "hands-on" workshops and meetings for business educators and teachers in other disciplines designed to encourage sharing of ideas and materials.

Forum participants further suggested that more national meetings like this Symposium are necessary. Participants would again include representatives of state departments of education, city supervisors, classroom teachers, teacher educators, and community college teachers. The objectives of this meeting would be to further cooperation among the groups represented, and provide for additional articulation. It was further suggested that attainment of such cooperation among the various groups within each region would be helpful prior to such a national meeting.

In summary, it was the consensus of the participants that this Symposium was successful in assisting business educators to move forward in their thinking and planning.

APPENDIX A

CURRICULUM DEVELOPMENT IN BUSINESS AND OFFICE EDUCATION

KEYNOTE ADDRESS

BY

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I am pleased to have the opportunity to address this select group of national leaders in business education. You were chosen from the nation's top business education leadership representing state departments of education, teacher educators, classroom teachers, proprietary schools, publishers, office equipment manufacturers, and professional associations.

I recall that at the National AVA Convention in Portland, Oregon in December 1971 we announced our plans for such a National Symposium as this.

Today, nearly two years later, we will finally achieve that goal. Through the cooperation of Trenton State College and the New Jersey Department of Education, the Office of Education was able to sponsor this meeting.

Special commendation is due to the members of the Planning Committee under the leadership of Project Director, Dr. Carmela Kingston and Co-Director, Dr. Ellis Thomas. Working closely with Jim Wykle, the Office of Education Project Monitor, they were able to bring this important project to fruition.

Since May, 1971, when Sid Marland invited me to join him in the Office of Education to organize and promote the career education concept, I have traveled throughout the nation to speak at meetings such as this. At first we did most of this work in the Bureau of Adult, Vocational and Technical Education. Under Dr. Marland's leadership the entire Division of Education of HEW is now committed to the concept. The new National Institute of Education and the soon to be organized National Center for Career Education along with all other offices and bureaus of the Office of Education will now contribute to the national development of career education.

I am pleased to note that Mrs. Joseph Coors, a member of the President's National Advisory Council on Vocational Education, is here tonight. Mrs. Coors and her colleagues on the National Advisory Council have been strong supporters of career education while at the same time advocating the further improvement and expansion of vocational education as a key component.

I have organized my presentation tonight about four topics - first a rationale for career education and the importance of business and office education in the total effort; secondly, an overview of current national curriculum development efforts; third, a brief description of the objectives of this symposium and the curriculum development project to follow; and fourth, some major concerns gleaned from my Washington experience which I want to share with you.

Despite our concerted efforts in recent years to make education more relevant for all the students in our schools, our record is still not very encouraging either in terms of human resources or financial investment. Consider for example that:

- There is increasing separation between students and the world of work. They feel they are not needed by our technological society since fewer and fewer workers are needed to produce more and more consumer goods.

- About one-third of all American students pass through high school via what we call the "general curriculum," a type of education which leaves its graduates neither trained with a saleable skill nor qualified to pursue higher education.

- There is, in many of our schools, an undesirable counterproductive separation of the vocational education, general education, and academic curricula, with the result that those in the vocational curriculum are often viewed as low status individuals, while those in the academic curriculum emerge with little contact, preparation toward, or qualification for the world of work.

- Because of the widely-held view that a degree is the only kind of socially acceptable occupational preparation in our society, many high school students choose academic preparation. However, many of these students do not go to college and more begin than complete it. In addition, the numbers who do complete college are increasingly out of proportion to the occupational opportunities in our society.

- Our present system often results in hasty career decision making and fails to offer individuals the option of changing directions during their years of preparation or of obtaining new training and shifting occupations later in life.

- Our current system neither provides students with adequate career guidance and counseling while in school nor adequate opportunities for counseling, retraining, and re-entry once they have left the system. Our economy which is based upon technological change, where the rate of change itself is ever increasing, thus freezes out a large number of adults who do not have an adequate level of education.

Other industrially advanced nations faced with similar problems of economic growth and the accompanying need for educational change have solved them in a variety of ways. In the United States, our response is career education (an evolving concept for many years) now brought to a point of implementation by a nationwide groundswell aided by new federal and state government initiatives. Career Education is now widely accepted as an absolute necessity for today's post-industrial society.

Career education is based on the idea that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Its purpose is to prepare all students for successful and rewarding lives by improving their basis for occupational choice, by facilitating their acquisition of occupational skills, by enhancing their educational achievements, by making education more meaningful and relevant to their aspirations, and by increasing the real choices they have among the many different occupations and training avenues open to them. While it is anticipated that career education can increase the opportunities available to the disadvantaged, it is not explicitly designed to involve any particular group or segment of society. It is directed at changing the whole educational system to benefit the entire population.

Career education recognizes the critical decision points when students must be prepared and equipped to decide whether to pursue a job or further education or some combination of both work and formal study. It is a lifelong systematic way of acquainting students with the world of work in their elementary and junior high school years and preparing them in high school and in college to enter into and advance in a career field of their own choosing. For adults, it is a way to re-enter formal as well as informal programs of education at any time to upgrade their skills in their established career field or to enter a new career field. It is not synonomous with vocational education because there is a fundamental distinction. For while vocational education is targeted at producing specific job skills at the secondary and post-secondary levels up to but not including the baccalaureate level, career education embraces all occupations and professions and can include individuals of all ages whether in or out of school.

Career education, as it is now widely accpeted, has five levels which are not distinct and often are overlapping. Each level has appropriate academic as well as vocational education. The first is career awareness from pre-school and kindergarten through about the sixth grade. The second is occupational information and career exploration ranging from grades seven through nine. The third is specialized job training, work experience, and further exploration extending from the tenth through the twelfth year of schooling. The fourth is specific occupational preparation at the post-secondary level. And the fifth level is adult and continuing education. It is concerned with the continued personal development and enrichment of the adult citizen as a decision maker at a time when he faces the challenges of family life, community problem solving, expanded leisure time due to the trend toward a shorter work week, and mid-career changes in work and life styles.

In this cursory overview of career education (a concept which has been discussed and written about more than any educational theme in recent memory), it seems appropriate to emphasize that education is not "career education" unless it:

a. emphasizes career guidance, counseling and placement
b. is flexible, adaptable and open ended
c. provides for development of marketable occupational skills
d. blends academic and vocational education, and
e. provides for the individual the knowledges and skills he or she desires for personal fulfillment.

The U. S. Office of Education has grouped all of the various possible careers into families or "clusters" of occupations as follows: AGRI-BUSINESS, BUSINESS AND OFFICE, HEALTH, PUBLIC SERVICE ENVIRONMENT, COMMUNICATIONS AND MEDIA, HOSPITALITY AND RECREATION, FINE ARTS AND HUMANITIES, MANUFACTURING, MARKETING AND DISTRIBUTION, MARINE SCIENCE, PERSONAL SERVICES, CONSTRUCTION, TRANSPORTATION, AND HOMEMAKING.

There are currently underway or planned for fiscal 1974 curriculum development efforts in all of these clusters. It is apparent that none of these clusters can stand alone without some overlapping. Certainly many components of business and office education will emerge in each cluster. For the purpose of this symposium and the $250,000 curriculum effort to follow we are concentrating our efforts on the business and office education cluster.

The Bureau of Labor Statistics reports that in July 1973, 17.1% of all employed persons in the United States worked in the area of business and office occupations. This is a slight decrease percentagewise from July 1972 when it was reported as 17.4%. The broad occupational area of business and office is one of the fastest growing fields in the world of work. Projections indicate that more than 350,000 new clerical and related jobs will be added each year during the next decade. In the 1972 Fiscal Year, the Office of Education report on vocational education, 27% of the secondary vocational students were enrolled in business and office education programs. These figures do not include the thousands of students enrolled in business education courses offered for purposes other than preparation for recognized occupations and not receiving federal vocational funds.

It is apparent that business and office education is an extremely important field that must have major emphasis in the career education movement. Not only are large numbers of people directly involved in business and office occupations, but also the changing nature and functions of office work underscore the need for continuous updating of curricula for the training programs of the field.

Changes in the nature and functions of office work have been brought about by the advent of the electronic computer and copying machines along with the influx into administration of knowledgeable, professionally trained managers. New jobs have been created: analysts, computer technicians, programmers, administrative assistants, and management science specialists. Concepts of business data, information, and knowledge have changed. Career opportunities have expanded and business is looking for young people who have potential and the training necessary for advancing on the myriad of new career ladders.

As the office function continues to expand, new jobs are developed, new machines come into use, and new systems are designed. At the same time, traditional office skills need to be maintained.

This need for trained individuals and this need for curriculum development in the changing format of business and office education make it necessary for the U. S. Office of Education to request proposals on getting the job done. The purpose of this symposium is to develop curriculum guidelines which in turn will be used in a national project, Career Education Curriculum Development in Business and Office Occupations under the direction of Harry Huffman of Colorado State University. For the purpose of this conference, curriculum guidelines are defined as broad suggestions of desirable content including important goals and positive statements regarding desired outcomes in the field of business education. The ultimate product growing out of this symposium and the subsequent project will of course be curriculum guides. The Dictionary of Education defines curriculum guide as: "a substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected."

During this three-day work-session you will be addressing yourselves to other major concerns which are:

1. The need for common terminology and minimum standards in curriculum development.
2. The cluster approach to business and office curriculum development as it fits into career education.
3. The need for curriculum reform in business and office education.

The primary objectives of this symposium will be:

1. To assess current curriculum practices in relation to recent developments in education and business.
2. To plan for new directions in business and office education curriculum with emphasis on its role in consumer and career education.
3. To provide bases for future curriculum planning in business and office education.
4. To strengthen coordination and cooperation between supervisors of business and office education and business teacher educators.

The project directed by Dr. Huffman under the terms of the competitive contract awarded following a national request for proposals will develop and validate curriculum guides which comprise an instructional system for teacher use in business and office education as part of career education in K-14. These guides are to adaptable for use in any part of the country.

Curriculum guides to be developed will cover all levels of career preparation: occupational awareness, orientation to work, exploration of relevant occupations, and vocational preparation. They should cover grades K-14 with special emphasis on grades 7-9. Many leaders in business and office education feel that there is a serious gap in curriculum development at that level. The total project will be spread over a 24-month period in order to provide for field testing the materials in classroom situations. A concept paper is to be developed on the role of business and office occupations in American society as one basis for curriculum decisions. Consideration must be given to the social problems and conditions as a basis for curriculum decisions as well as the ethical aspects of the occupational field.

The contractor of this project must identify and review all relevant curriculum materials now available in business and office education. A determination must be made as to which materials might be included with revision. The curriculum guides must include all aspects of curriculum development: objectives, learning experiences and teaching strategies, content, in the form of basic concepts and generalizations, teaching aids, and methods of evaluation.

There has never been a greater opportunity for leaders of business and office education to formulate the future of this expanding career field which is so essential to all other occupational areas.

In 1971, we established in the Bureau of Adult, Vocational and Technical Education a center for curriculum management in occupational and adult education. Prior to that time most of the funds went to trade and industrial education, technical education, and health occupations curriculum development. With a limited annual appropriation of only $4 million under Part I of the Vocational Education Act of 1968, we have generated a great deal of curriculum development activity. Perhaps most significant of all is the establishment of a National Network of Vocational Education Curriculum Laboratories. Seven states have been funded to provide regional management, promotion and coordination of curriculum development. By exchange of instructional materials through this National Network, we will save thousands of dollars and a great deal of duplication of effort. Some new areas which The National Curriculum Center is funding projects include: Metrication, early childhood occupational awareness, and consumer education. Incidentally, Consumers' Union has just recently completed an Office of Education funded consumer education project which you may be hearing about tomorrow evening from David Schoenfeld.

A great deal of emphasis is now being given to education and training for Minority Business Enterprise. This has been an administration priority since the President established the Office of Minority Business Enterprise in the Department of Commerce. I currently serve as chairman of a National Task Force on Education and Training for Minority Business Enterprise appointed by the Secretaries of Health, Education, and Welfare and Commerce. We recently had public hearings in major cities throughout the United States to learn firsthand the needs for training in this field. We learned that the most critical problem facing the small businessman is a lack of simple knowledge of bookkeeping, purchasing, and the elementary sales promotions techniques. A task force member, Dr. O. J. Byrnside, of the National Business Education Association, has received funds to develop curriculum guidelines for a business ownership project at the 7 to 9 grade level with emphasis on minorities. Each state education agency has designated a contact person to develop linkages with state and local minority business enterprise offices. Mrs. Patricia Salazar, another task force member, who is participating in this symposium is managing director of Totinem Publishing Company which concentrates its efforts on publications for the Mexican-American community.

Some major concerns which have been brought to my attention recently in Washington which this symposium may wish to consider are:

1. The image of business education - is it good? If not - why not?
2. What is the future of teacher education programs in the colleges and universities throughout the country?
3. What educational opportunities is business education providing to out-of-school adults to maximize their potential for self-satisfying endeavors?
4. What are business educators doing to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel?
5. What is being done to improve the employability of unemployed and underemployed youth and adults?
6. What are business educators doing to focus professional activity on target groups such as disadvantaged and handicapped requiring alternative or special educational programs?
7. How effective is cooperation between public and private business education, business, industry, and labor?
8. What efforts are you directing toward preparing consumers for participation in the marketplace?
9. What is being done in business and office education to utilize the intellectual talents of American women? A recent report of the Carnegie Commission, stating that such talents are being wasted on a large scale, points out that women account for the largest untapped supply of superior intelligence in the nation.

Business education, like all of education, must be in a constant state of self-renewal. We cannot rest on our accomplishments of the past. We can no longer think in narrow traditional terms. Business education must change if it is to remain dynamic. Changes do not just occur. You must make them happen! For the next three days, you will have the opportunity to think of and plan for the future of business education. Your decisions will have a significant impact on business education programs for generations. I have confidence that you will more than meet this challenge.

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PERSONALIZED TEACHING FOR INDIVIDUALIZED LEARNING

SYMPOSIUM SPEECH

BY

DR. CHARLES M. GALLOWAY
OHIO STATE UNIVERSITY

During a recent conversation a close professional colleague made the following remarks. His eyes glistened and his enthusiasm was unabated as he spoke: "We stand at the dawning of a new age for schools. Schools may never be the same again. We move toward performance based programs for students and competency based programs for teachers. We have assurances that specific objectives and behaviors are the desired educational outcomes. We have the technology, the models, the materials, and the psychologies to make it work. We recoil from the dangers of the permissive excesses of progressive education and we understand the narrowness of subject matter for its own sake. Neither the extravagant tendernesses of progressivism nor the structures of organized bodies of knowledge has worked. We learned our lesson well--its what teachers and students do and what they learn to perform and execute that matters. The payoff is skill acquisition and behavioral production. We must prepare ourselves for ever increasing levels of skill attainment and behavioral outcome. To do anything less is to cheat the student of his right to learn and to excel."

I had heard a similar theme in my contacts with colleagues on campus and elsewhere. The language seemed clear: accountability, behavioral objectives, career education, individualized instruction, and behavioral modification, to name a few. When discussions shifted to the teacher's role, I heard references to renewal centers and competency based programs. A new definition of the teacher was implied.

THE DIMENSIONS OF TEACHING

In my studies of the verbal and nonverbal behaviors of teachers in classrooms, three large dimensions of teacher activity have been witnessed. These dimensions have been recognized as the institutional, task, and personal behaviors of teachers. In some of the earlier research, institutional forms of teacher behavior were frequently observed during classroom observations. In Jackson's Life in Classrooms and later in Smith and Geoffrey's Complexities of an Urban Classroom similar data were provided to substantiate this claim: the press of institutional expectancy in schools is so strong, teachers and students can be observed to behave in ways that are unique to the school environment. That is, both teachers and students are required to behave in ways that are appropriate in schools, but would rarely occur outside the school.

While teachers and students are rarely instructed to behave in institutional ways, they soon learn. For instance, teachers often snap their fingers to achieve silence, fold their arms to signify impatience, point at students to give directions, stare directly at students to correct misbehaviors, and signal students to get ready to work. Students may look like they are studying, listening, or thinking. Students soon learn to raise their hands to seek teacher attention; students learn to cradle their arms in their hands to persuade their teacher of their earnest desire to be chosen. Eventually students even learn to raise their hands so they will not be called on by the teacher. Standing in line, waiting your turn, eating, singing, and exercising on schedule are all well-known institutional forms of school life. These manners and mores of school activity may be sympathetically enforced or they may be harshly administered.

In the last few years I have noticed a decline in the force of these institutional expectations. School life seems to be changing gradually, but institutional behaviors still persist to some degree. What appears to be a more dominant form of school life today is task behavior. Teachers are spending more of their time in explaining, clarifying, question asking, praising, task setting mode. More time is spent arranging learning activities for students and specifying objectives for skill achievement. Even inner-city schools are using less time for institutionalizing the student in the school. Either the student complies with certain requirements or he is withdrawn from the classroom. Sometimes the student drops-out himself. At other times he is simply ignored or avoided.

Recent developments have conspired to diminish the power of institutional and task demands. Students no longer seem disposed to go along with school requirements just because you are supposed to. Students have begun asking questions about school expectations. Why? So what? What difference does it make? Who cares?

A student recently asked why he should do school work the teacher assigned. The teacher wanted to know if he wanted to achieve a good grade and pass the course. The student replied that he wanted to do well, but he didn't understand what the teacher's demand had to do with learning anything important. The teacher's retort was quick and to the point, "Don't you want to graduate from high school, go to college, or get a job?" The student responded that he understood those goals, but he thought the teacher had misunderstood him. His further clarification went something like this: "I don't mean to be disrespectful, but I am asking you what this assigned work means to you. It doesn't mean anything to me. If I could understand what its significance meant to you beyond its representing something for me to do, then I might get turned on. I might not either. But at least I would have the benefit of your thinking and feeling toward the work. Otherwise, I am left to my own limited devices and to your insistence without knowing its value." The teacher hesitated momentarily, then answered, "I really do not grasp how this discussion is related to your reluctance to do the assigned work. If you fail to see its value, then I am afraid I cannot tell you." The student said no more. The conversation was terminated. The student turned to the task at hand and began to work.

The personal dimensions of teaching were more difficult to observe in the past. Intimate contact between teacher and students such as a pat on the back, an arm around the shoulder, or a gentle touch were rarely seen. Primary teachers, coaches, vo-ag teachers and other non-academic areas were the exception to this general observation. Teachers usually agreed that a psychological distance between teacher and student was desirable. Getting too close to the student might cause him to lose respect for your status and position, or to take advantage of the familiarity. Most teachers concurred with this view in the past.

THE PERSON IN THE PROCESS

To say to you that the person as person appears in every aspect of school life is to suggest the obvious. We know superintendents, principals, teachers, students, and parents are also people. They have names; they live in homes; they work, sing, laugh, and cry. Each person represents himself, but he also has an identity with others. The person is many selves and many identities, but transcending everything is his personhood. While we acknowledge the recognition of person, we pretend that its influence on educational and social life is irrelevant--that the person as person should be elsewhere when matters of schooling, teaching, and learning arise. In the school situation, the person as person is considered an unwanted intrusion, an unnecessary diversion. The argument goes something like this: teachers must not show their feelings. Personal values can be wrong and misconceived. Not liking a child is immoral and unethical. Hair style, dress, and personal manner must conform to social taste. Personal life outside the school is private business. Do not bring your private experiences into the school building; leave them behind you at the front door. Your job is to teach, to instruct to do your duty. Your personal life may be interesting, but it has nothing to do with your professional task of teaching the young. You are a roll-taker, a technician, and a taskmaster. Your job is to find ways to motivate without using yourself. Your job is to instruct the curriculum. Your job is to measure learning by every standard external to your own life.

"I wish you wouldn't take this personally" is a common saying among us, or "I don't mean to be personal, but..." "Why must you be so personal?" is a question we often ask. The word "personal" is relegated to knowing too much about the other person or to peering into his individual psyche. In a serious way, this outlook is unfortunate and usually stops conversation or inhibits communication.

The term personal, has another kind of linquistic history. The word derives from persona which the Greeks defined as putting on a mask. The word persona literally meant to put on a performance to act for the benefit of self and others. In this usage, persona approximates our meaning for taking on a role. Acting in a role usually implies meeting expectations and expressing attributes that are desirably associated with performance.

In our society we engage in all kinds of formal and informal roles: father, parent, teacher, doctor, nurse, lawyer, waitress, etc. But interestingly enough we talk about a kind father, a sympathetic parent, an interesting teacher, a gentle doctor, a spirited nurse, an energetic lawyer, or a quick waitress. These attributes are obviously not necessary to role performance but are characteristic of the person who enacts them. In other words, certain attributes, attitudes, or expressions are characteristic of the person in the role and make his role performance distinctive and unique. This is clearly what I mean when I shall argue for putting the person into his role. We need to more fully honor the idea that the person is the singular most important factor in the outcome of a role performance.

What is clearly at issue is that many of us attempt to leave our personhood at home when we arrive at work. In order to be objective, efficient, or effective, we believe we have to dismiss our personal values, and feelings.

Here is the problem: few of us can hardly strip ourselves of our personal experiences and perceptions so we end up merely fooling ourselves. Leakages of all kinds appear to others but we are frequently the last to know their effects. Our pretense of not revealing ourselves is just that--a masquerade for the benefit of the role. This action rarely works on its own, much less in a culture that abhors phoniness and facades.

The personal expressions of the teacher's outlook have always been available to students. These personal preferences, values, and attitudes have leaked to students who, using this data, have concluded that the teacher didn't like his subject matter, or preferred certain kids, or smoked during the break. In such instances no direct personal expression was necessary. The students knew.

Throughout this culture we have teachers who go to schools with one thought in mind: I have a job to do today, I teach, I must leave my personhood outside the school door when I enter the building. I dislike mathematics, I resent those two troublemakers, I distrust the principal, but no one need ever know as long as I do my job. I'm safe.

Unfortunately, we have insisted on viewing the student from a psychologically safe distance. But our kinship and visibility with the student is far closer than we have realized. Students are neither invisible nor are they objects to be taught. Students are teachers too, and teachers are learners. To take the separation of teacher and student seriously insures alienation and perpetuates education and learning as a specialized affair.

If I am the teacher and you are the student then I have to control you in order to teach, and I teach in order to control. The issue of control becomes central to this conception of separated missions: I teach--you learn; I control--you comply. The opposite of this view is clear; it implies an inward closeness not an antiseptic distance; it implies communion with the student rather than manipulative control.

In the past we asked the student to change while the teacher remained unaffected. Then we required the teacher to grow in every domain of relationship (peers, principals, supervisors) except with the student. Closeness with the student was to be avoided. Indeed having a feeling for a student was the blood enemy of dispassionate objectivity.

The teacher who personalizes, removes the sacred shackle of objectivity with its baggage of scientific detachment and disinterest. Such a teacher gets into the act, and becomes personally involved in his craft. He removes his own mask in order to share himself. Otherwise, he misses the meaning of the person in his experience.

This recognition that, in Polanyi's phrase, "knowledge is personal" --and most profundly when it is knowledge of other persons--has been widely resisted.... And no doubt to those who are convinced that the stockpile of human knowledge increases in direct ration to the distance between subject and object, the very notion of personal knowledge can have the appearance of a blooming, buzzing confusion of logic.... Phrased another way...to acknowledge the inner personal dimension in behavior...provides the sole basis for genuine communication between man and man, and hence for understanding of other voices, other minds, and other behaviors.

If a teacher believes that he is what he should be; that the role image he is enacting comes off perfectly; that he is doing his job, then he fails to attend to the very influence that makes the greatest difference, his own presence. The aim is not to remove one's personal influence but to recognize it. In order to know his influence a teacher must be in tune with his personal powers and experience.

A personalizing teacher recognizes the inevitable power and authority of the school system over him. He must sustain the status quo and be an apologist for it. But he also works for change. He is caught between working for the system and altering it. The authority to provide extrinsic rewards and external incentives (grades, prizes, and awards) are not his. Thus he lives with the greatest paradox of all: the institution of the school provides the material resources for teaching and learning but also prevents the use of human resources. The system asks for change and for a full return on the resources provided, but finds unacceptable any imaginative or creative use of those resources.

Personalized teaching accepts the consequences of thinking your own thoughts and sensing your own feelings for it prefers the recognition of reality to the mindlessness of its denial.

A WARNING: BEHAVIORS AS BEHAVIORS ARE NOT EVERYTHING

We say that schools are divorced from life. We lament the disconnection between academic subjects and practical matters. Students abhor the rules, routines, and regimen of schoolized education because of their irrelevance to everyday life. School experience seems fractionated and separated from matters outside the school. All of this and more has already been described by the critics of schooling. It requires no emphasis here.

What does need attention, however, is the recent division of experience and behavior by schoolmen. The behaviors of teachers and students are currently being viewed as definitions of educational experience. This is the mistake that formal education has made all along. By requiring teachers and students to manifest certain behaviors, educators are ready to infer that specified experiences have been achieved. Numbers of students may appear to exhibit similar learning behaviors, but it would be fallacious to assume that their experiences are similar. Experiences are not behaviors, and behaviors are not proofs of experience.

It is important to understand what is meant by experience. Experience is not limited to an inner affair and behavior to an external manifestation. When you do something and undergo its meaning, the experience lies within our thoughts and feelings and exists outside of us in our manifest behaviors. We act on the world through the medium of behaviors, but the meaning of our behavior is dependent on the reality of our experience.

The central problem for all of us in education has been the nature and ontology of experience. Dewey titled one of his books, "Experience and Education." In that book and in his other works, he warned that all experiences are not necessarily educative. Neither are behaviors. Education is dependent on experience. Education cannot proceed without doing something and undergoing something (experience). But experience itself does not guarantee education. Nor does behavioral execution imply experiential meaning.

When experience is honored as a focus of teaching and learning, then both teacher and student influence each other. The significant difference is that the teacher teaches and learns and the student learns and teaches. Both are partners in their sharing of experience.

Unfortunately our current emphasis on behavior at the expense of excluding experiential meaning has created problems in what it means to teach and to learn. We have been pre-occupied with what teachers need to do (teacher behavior) and what students need to do (task learning) and have neglected the phase of experience. We have heightened our awareness of active behavior (an aspect of ongoing experience), but we have minimized the thinking and feeling aspects of experience. Not only can a teacher ignore what is resident in the mind and heart of a student, but the student can overlook the importance of what the teacher thinks and feels. For instance, a student may infer that his teacher is angry or disappointed with his behavior, but fail to value its significance because the teacher neglects to share the hurt openly. In the face of avoidance, denial, or withdrawal by the teacher toward the student, the learner faces two problems: the inferred displeasure of his teacher and the absence of open sharing.

Human contact is meaningful when we are free to become involved with the other person. To see the student as a person is to value him for himself, to prize his experience. We are interested in what the student is thinking and feeling. To achieve meaningful human contact implies taking the time to share thoughts and to explore feelings. This suggests a contact with the student that takes time and that elevates the meaning of experience. Exposing and disclosing experience is the primary means to the achievement of quality interactions, and such contacts lessen the likelihood of defense and withdrawal.

The nature of human contact depends on the assumptions and attitudes of the person rather than methods and techniques. When I am sure I know what is best for you, communication is unnecessary; you simply need to be told or instructed. Under this condition, the issue is clear; How can you be manipulated and controlled toward my goal for you. If I believe that what you think and feel are important, then I must take a different attitude. I must learn from you and I must grow too. Not only does this view have implications for our relationship, but it suggests that I do not necessarily know what is best. I begin with the other person knowing that I do not know, and that I can come to know through our experience together.

- As a teacher, I cannot divorce my personal experiences from my contacts with students. To some degree I share myself with students whether I realize it or not. The wise course is to realize my influence and be true to my experience, for the young recognize and respect such honesty.

- In teaching I must not let the seriousness of my role, task, and duty overshadow and deny my personhood. I bring myself to the classroom and for this I will not apologize.

- Teaching is my opportunity to express and expand my values, attitudes, and feelings; teaching is a chance to relate to the young in ways that are important to me.

- Student behavior and experience challenge my ability and willingness to work for change and to accept students as persons. My interpersonal relationships with students form a fundamental base for our teaching and learning together. When I share myself I make it possible for students to share themselves too. Through sharing _we_ grow.

- I will not judge the worth of my contact with a student on the basis of tests and measurements; tests and charts can never gauge the influence and value of a human relationship

THE NEED FOR COMMONALITIES AND MINIMUM STANDARDS IN CURRICULUM

SYMPOSIUM SPEECH

BY

DR. RAY PRICE
UNIVERSITY OF MINNESOTA

Credit for the title of my talk this morning belongs to those responsible for the program. What I say reflects how I interpret the title.

To me the phrase "need for commonalities" suggests that certain inconsistencies exist in our field which hinder its progress. Where do we find these inconsistencies? One obvious place is in terminology.

While catching up on my professional reading recently, I was appalled by the number of different names used in referring to our field. In addition to Business Education, other terms used were Commercial Education; Commerce; Business; Business and Commercial Education; Business and Office Education; sometimes just Office Education; Business and Distributive Education; Business and Economic Education. Just last week I had occasion to read one university's 73-74 bulletin and found this description of its Business Education program: "For students who wish to be certified in commerical subjects."

One publication in our field[1] attempted to clarify matters by including the following explanation in a section titled Terminology Used In This Bulletin. "...The term Business Education is used to include both Office Education and Distributive Education . . . When the term 'General Business Education' is used . . . It implies those subjects, with though classed as business subjects, are nonvocational in purpose."

Granted, when using technical terms there may be a need to define them. But if there is a need to define terms used to designate our field by those in our field writing for publications in our field, then I say we have an identity problem. And because we have an identity problem, I feel that before going further I should define my use of the term Business Education.

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[1] Herbert Tonne, Guidelines in Business Education, State University of New York at Albany, Albany, New York, 1969.

It refers to our total field rather than one component such as Office Education or Economic Education. It does not include Distributive Education even though I consider Distributive Education a very important kind of Business Education.

Lack of agreement concerning what to call our field is only the tip of the terminology problem. We can't seem to get together on course titles either.

Ten years ago our field had the dubious distinction of offering more courses at the secondary level than any other field except social studies. At that time a total of 143 separate courses were reported.[2] Among those listed were: Clerical Practice; General Clerical Practice; Office Practice; Office Procedures; Office Training; Stenographic Practice; Stenographic Procedures; Secretarial Practice; Secretarial Procedures.

Obviously, the figure of 143 courses offered was a distortion resulting from a lack of conformity in course titles.

There are also more course titles than courses in the basic business area. Since this is the first time I have used the term basic business, perhaps I should define it. As I use it, it refers to that group of courses which are general rather than vocational in nature and have as their purpose the development of economic understanding. Simply stated, economic understanding is what a well-informed citizen should know about our free enterprise system.

In the basic business group I include the course commonly called General Business, which is usally taught in the 9th or 10th grade, and Business Law, Consumer Problems, and Economics at the 11th or 12th grade. These are also called the socio-business subjects, the nonvocational business subjects, the general business subjects, and the socio-economic subjects.

The Consumer Problems course at the senior high level is also offered under several titles -- Consumer Education; Consumer Economics; Personal Finance; Family Finance; and Money Management. To complicate matters, courses with the same or similar titles are offered in Social Studies and Home Economics. But that's another speech.

The offering of mini courses and the trend toward a quarter or trisemester organization at the secondary level can only add to this profusion of course titles.

Even more confusing than the use of several titles for the same course is use of the same title for courses that have somewhat different content and objectives. This is probably more true in general business than in any of the other business subjects.

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[2] Edith S. Greer and Richard M. Harbeck, What High School Pupils Study, Bulletin No. 10, OE 33025, U. S. Office of Education, 1962.

I think it is safe to say that in most schools today the purpose of the General Business course is to develop an understanding of the role of business in our economic system and the individual's relationships with business as a consumer, worker, and citizen.

Nevertheless, there are schools offering courses called General Business in which the purpose is to explore the vocational business subjects offered in the senior high school or to get students ready for vocational courses by remedying deficiencies in such skills as Reading, Penmanship, Spelling, and Arithmetic. Some schools actually offer General Business as a substitute for high school Math. And some use it as a study of occupations.

Nowhere is inconsistency more pronounced than in curriculum patterns; that is, the courses that make up the curriculum. In some schools students take only one year of Typewriting and one year of Shorthand followed by an Office Procedures course in which they make practical application of those skills while learning new skills. Other schools require two years of Typewriting and two of Shorthand together with the Office Procedures course. There are also schools in which students may take three years of Typing. Are we to believe that the effectiveness of teachers varies to such an extent?

In at least six states, General Business is second only to beginning Typewriting in enrollments. It is third in enrollments in a number of others. There are also states where General Business ranks near the bottom in total enrollments because only a few schools offer it.

If General Business is such an important course in many schools, why is it considered of so little importance in some schools that it is not offered at all?

Some schools offer two or more basic business courses. Some offer only General Business. And some offer only an advanced basic business course but no beginning course -- a practice I find most puzzling of all.

There is no consistency in structuring the curriculum. One school will include Recordkeeping in its Clerical Procedures course. Another will offer separate Recordkeeping and Office Machines courses in addition to the Clerical Procedures course. Some schools offer both a Stenographic Procedures course and a Clerical Procedures course even though the content of these courses is at least 80 percent the same.

For a classic example of splintering, at last count there were some 18 different Typewriting courses.

With the current emphasis on career education I can see a further proliferation of separate courses. Conceivably a Careers in Business course could be splintered into a Careers in Accounting, Careers in Management, Careers in Banking, and so on.

Even if we content ourselves with one careers course, the total curriculum in any one school would likely include career courses in each subject-matter field -- Careers in Science, Careers in Art, Careers in Music, Careers in Government -- you get the point.

For my final example of inconsistency, I have chosen funding policies. In some states only advanced vocational courses qualify for reimbursement. Thus, Beginning Typewriting and Beginning Shorthand are not funded in those states while they are funded in others. In some states, the Stenographic or Office Procedures course is not reimbursed, only the Simulated or Model Office course. In some states the General Business course is funded; and in at least one state, a school must offer a General Business course to qualify for funding of its vocational program.

Because of a need to limit my remarks, I have drawn my illustrations from the secondary school. But inconsistencies also exist in our community colleges, area vocational schools, and teacher education institutions. I don't claim that Business Education is unique for its inconsistencies. I would venture to guess that a similar situation exists in all subject matter fields. Our concern, however, is Business Education. And overcoming its inconsistencies cannot help but prove beneficial. At least it can't hurt us.

HOW DID IT ALL COME ABOUT?

For most of our inconsistencies there are logical explanations. For example, the various names used to identify our field mirror its history. The term "Commercial Education" was a carry-over from the private business schools. The change to "Business Education" occured in the early 30's when the importance and value of the basic business subjects for all students gained recognition. The change in name was to establish that the field offered more than job preparation.

The term "Business and Economic Education" was popularized during the post-sputnik era when the skill subjects were being put down. The term "Business and Office Education" surfaced with legislation making funds available for the preparation of office workers. These compound terms serve to emphasize a specific kind of business education -- be it economic or office. As for the continued use of out-moded terms for our field, some people are just slower than others to accept change.

The profusion of course titles and proliferation of courses may be tell-tale signs of middle-age spread. Where Business Education was once only Typewriting, Shorthand, and Bookkeeping, it is now much more inclusive. When courses are added, however, seldom are any dropped.

There is also evidence that little more than a face lifting takes place when curriculums are revised. Courses are given new titles and updated objectives but few if any changes are made in their content.

Frequently in making curriculum decisions, common elements in content and objectives are ignored and differences emphasized. The tendency is to offer separate specialized courses to accomodate minor differences rather than to provide for them in established courses.

Publishers, too, may contribute to expanded course offerings. By publishing specialized teaching materials, they encourage the establishment of new and separate courses. Theoretically, the more courses, the greater the need for such materials. I say "theoretically" because I plan to reject this idea later.

Obviously, funding policies affect the number and kinds of courses in the curriculum. As for which courses are funded, my limited experience would indicate that the philosophy, biases, background, and teaching experience of the state supervisor weigh heavily in that determination. This is not intended as a criticism, only an explanation of why funding policies vary from state to state.

Neglect of the basic business subjects -- wherever it occurs -- reflects in large measure the on again-off again support given to this kind of business education. It has varied inversely with the fortunes of the vocational subjects. To put it another way, our philosophy about what constitutes a business education has been far from consistent.

Knowing how our inconsistencies came about does not solve the problems they create. The solution, as I see it, lies in developing guidelines for a standard business education curriculum. I know that just the mention of a standard curriculum suggests regimentation. But what I have in mind is a curriculum that allows for flexibility, as you will see.

The responsibility for development of these guidelines ought to be assumed by a blue-ribbon committee representing those in our profession who exert the greatest influence on the curriculum; namely state supervisors, teacher educators, classroom teachers, and U. S. Office of Education personnel.

My own recommendations to the committee would be as follows:

Recommendation No. 1 - That the guidelines include course titles with the content and objectives of each course spelled out in sufficient detail so as to leave no doubt about the over-all purpose of the course. This would reduce the number of course titles and serve to identify the basic elements of both the total field and individual courses. It would not prevent any school from offering courses with objectives other than those prescribed. But if such a course were offered, it would carry a title different from any assigned to a prescribed course.

For example, suppose that General Business was the title assigned to the introductory basic business course and its purpose was to develop economic understanding. If a school's business faculty felt that an exploratory course would serve a useful purpose in their situation, they would call the course something other than General Business.

Recommendation No. 2 - That course content be determined by course objectives. This recommendation may seem almost facetious. But as I mentioned earlier, one of our inconsistencies is the lack of relationship between the content and objectives of some courses. Haven't you ever examined curriculum guides and been impressed by the up-to-date objectives stated, only to be let down when you look at the content suggested for attainment of the objectives?

Recommendation No. 3 - That the content and objectives of each course be determined by need. In the preparation of office workers, need would be in terms of tasks performed. However, you might feel about the Nobels Project,[3] it does provide evidence that office workers throughout the nation perform essentially the same tasks and that regional differences are small. Therefore, it should be possible to standardize courses for the preparation of office workers. This should not hinder schools from analyzing the needs of the local community. But where minor differences in tasks do exist, these can be provided for within the standard basic courses.

The problem is somewhat different in the basic business area. It is generally agreed that economic understanding is a need of all students. Breaking that down into specific needs for the purpose of determining course content, however, is something else. This may require a national study of the economic decisions individuals make as consumers, workers, and citizens.

Recommendation No. 4 - That courses having common elements be consolidated. The result would be fewer courses but a more functional curriculum. Surely it ought to be possible in a Beginning Typewriting course to relate the application of typing skill to both personal and business use. A consolidation of Recordkeeping with the Clerical Procedures course also merits consideration. Business Communications might be taught more effectively if incorporated with Typewriting, Shorthand, and Stenographic Procedures.

And is it really necessary to have both a Stenographic Procedures course and a Clerical Procedures course when at least 80 percent of the content is the same in both? Couldn't these be combined into one Office Procedures course by taking care of the 20 percent difference through small group and/or individualized instruction? Many small schools are doing just that. (Incidentally I am looking forward to the next two sessions dealing with organizational patterns including block-time, simulation, model office, cooperative education, and the cluster approach.)

Some fat could be trimmed from our basic business programs also. A number of schools have successfully combined the Business Law, Consumer Problems, and Economics courses in the senior high school into one course.

Because some of my best friends are publishers, I want to point out here that consolidating courses would not do away with the need for specialized teaching materials. It might even create a need for more of them. Instead of a variety of courses, we would have courses using a variety of materials.

Recommendation No. 5 - That the guidelines indicate which courses would be funded. In making funding decisions, two things should be kept in mind. One is that the objective is not to see how expansive business education can become through funding, but how effective.

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[3] Frank W. Lanham and others, Development of Task Performance Statements for a New Office and Business Education Learning Systems, The Center for Vocational and Technical Education, the Ohio State University, Columbus, 01410.

The other is that there is always a possibility funds might be allocated according to a different system than at present -- or that federal funds might be withdrawn at any time and the responsibility of financing business education programs would fall entirely on the state and local community. To guard against drastic cut backs in business programs, courses should be funded only if their benefits are equal to or greater than their cost. Given a streamlined, functional curriculum, it is conceivable that monies for funding would cover all of it.

Recommendation No. 6 - That the guidelines provide for a balanced curriculum. It is generally accepted that business education has two purposes. One is to educate students for business; the other is to educate them about business. Courses for business are for students preparing for office occupations. Courses about business, usually identified as basic business, are for all students. A balanced curriculum requires both courses for and about business.

It is not enough to prepare students for business occupations. Our free enterprise system requires more than productive employees. It needs workers who are economically literate as well. One of the goals of career education, as stated by no less an authority than Dr. Sidney Marland, our outgoing Commissioner of Education, is economic awareness.

There are straws in the wind indicating that business teachers are going to have to strengthen their basic business programs or lose them. This assertion is based on two incidents within the last week. One was a letter from the President of the State Board of Education in Virginia announcing that the Board had approved a requirement that a unit in free enterprise be taught to each child.

The other incident was a telephone call from the Educational Director of a large Minneapolis based corporation wanting to know what was being taught in the schools about the free enterprise system and what his firm could do to get a program into the schools or to agument whatever programs are now in operation.

In the long run what our field should be called will depend on whether the standard curriculum is broad or narrow.

HOW TO DO IT?

I am not recommending that the present curriculum be thrown out. Neither am I recommending a patch-up job. What I am recommending is a wholesale restructuring of the curriculum. It would be a gigantic undertaking -- maybe even an impossible one. But how do we know until we try? As the Philosopher James once said, "Until you try, you don't know what you can't do."

The big question is where does the money come from? Well, for openers, I suggest that each state could commit $10,000 of its research funds annually for five years.

WHY DO IT?

One benefit accruing from development of a standard curriculum would be that it would enable us to have more meaningful communication with one another and with those outside our field. The term "Business Education" would mean the same nation-wide. Courses would be known by their titles.

Also establishment of a standard curriculum at the secondary level could promote action at other levels -- in area vocational schools, community colleges, teacher education institutions -- that would lead to better articulation of the curriculum at all levels.

Most important of all is that restructuring the curriculum would enable us to do what we do more effectively. And after all, isn't that the name of the game?

THE BUSINESS AND OFFICE CAREER EDUCATION CURRICULUM PROJECT

SYMPOSIUM SPEECH

BY

DR. HARRY L. HUFFMAN
COLORADO STATE UNIVERSITY

WHAT IS THE BO-CEC PROJECT?

BO-CEC is an acronymn for a Business and Office Career Education Curriculum. The BO-CEC project was funded on July 1, 1973, by HEW with the Department of Vocational Education at Colorado State University, and we are happy to find that Dr. James Wykle, the USOE Curriculum Center director for Occupational and Adult Education, has been named monitor for the project. All K-14 programs related to business and office education are included in the project. Special emphasis is to be placed on teaching materials suitable for grades 7, 8, and 9.

The four types of materials to be delivered as a result of the two-year project are:

1. Student learning packets or modules.
2. Correlated teachers' manuals.
3. Curriculum plan and strategy for use in K-14.
4. A bibliography of instructional materials that will articulate with the technical and skill level, grades 10, 11, 12, 13, and 14.

AN ANALOGY

The problem in career education can be illustrated by a child, youth, or adult looking at a big patch of land covered with all kinds of vegetation. What he or she sees out there may be just a piece of land, or it may be a wild field containing a favorite spot to pick strawberries or huckleberries. It may be a field with a briar patch in which you can get entangled. It may be trees, bushes, shrubs, good things to eat, weeds, and so on. It may be a combination of all of the foregoing. Most who haven't been taught to be aware or to explore won't see much of anything but just land. They won't know what is out there. If they had to describe it, they would be able only to detail a few things.

This state of mind can be likened to that of a child, youth, or adult who hasn't been through a career education program. The opportunities out there are like the patch of land with stuff growing on it. He or she can't describe it. It is a big confusion or mess. Only a few opportunities are vaguely known.

Returning to the patch-of-land illustration, imagine that the weeds are cleared out and the useful vegetation is cultivated. Also, imagine that useful things are numbered and labeled so that with a guide sheet, you can discover the benefits and values of each plant. You can also eat some of the edible plants and fruits to see whether you like them or not. You would be aware of all the possibilities and would have had opportunity to explore.

Career education should do something similar to the above for the student. He or she should be aware of the numerous job opportunities and explore many of them to determine his or her likes or dislikes.

YOUR ADVICE AND RESOURCES ARE INVITED

Since this national project is of interest and concern to all of us, I and my project staff are looking forward to this excellent National Symposium for Business and Office Education Curriculum Guidelines, which has been so well-planned by Dr. Carmela Kingston, Trenton State College of New Jersey, and Dr. Ellis Thomas, Director of Technical Programs and Services, State Department of New Jersey, as their funded HEW Project. We anticipate using all of the symposium speeches, materials and discussions as possible inputs to the BO-CEC project. We also look forward to receiving input and help from all of you who represent state and local supervision, teacher education, community college programs, professional associations, classroom instruction, curriculum development and guidance.

Therefore, during this Symposium, your advice and helpful suggestions will be welcomed by me and the project staff members, who will be introduced later. Also, a number of national committees are to be established on which you will be represented. These various committees will give us advice and assistance, review ideas and materials generated by the project, and provide for testing and trying our curriculum materials.

ARTICULATION WITH OTHER PROJECTS

In order to maximize the programmatic results of this and related curriculum projects, we plan to coordinate and establish liaison with the related projects. In fact, an articulation committee will be established by HEW to enable personnel of the various projects to share expertise and materials. Other curriculum projects are in the areas of: manufacturing, construction, public service, communication and media, agribusiness, marketing and distribution, business ownership and management, and enrichment of teacher and counselor competencies. A preliminary meeting with seven or eight project directors has already been held in Washington, D.C. to begin this articulation process.

Let's now turn to the topic of occupations and how they are clustered.

CLUSTER APPROACH

The DOT lists more than 25,000 different occupations. To most children, youth, and adults, looking at these occupations is like looking at that big piece of land filled with vegetation. They know good things (occupations) are out there, but they can not distinguish between the edibles and the weeds. Furthermore, they will not have the maturation, capability, time, energy, or knowledge needed to identify each type of plant growing in that big patch of land.

For similar reasons young people will not be able to learn about and explore each of the 25,000 available occupations. Therefore, we, as educators, group occupations with common elements into categories called occupational clusters. For example, 15 occupational clusters have been identified by the U.S.O.E.

You will note that one of these occupational clusters is the business and office cluster, and it is with this cluster that BO-CEC is primarily involved. However, the business and office cluster is somewhat unique in that it pervades or overlaps each of the other clusters as we will see later.

Just as there are various subcategories or classifications of plants, there are several subclusters of occupations.

Within the business and office cluster are such traditional subclusters as clerical, secretarial, accounting and recordkeeping, data processing, managerial, as well as such evolving subclusters as information communications, materials support, and personnel, training, and related occupations. Common to each of these subclusters are office activities or functions which involve handling or manipulating data as shown in Figure 1.

The importance of the business and office cluster becomes evident when we look at the large number of workers employed in selected business and office occupations. The figures shown in Table 1 are for 1970, and no doubt the number of workers employed in each of these occupational classifications is even greater today.

BO-CEC PLAN AND MODEL

Given this background, let us now look at the Business and Office Career Education Curriculum plan and model shown in Figure 2.

Here is a broad view or overall perspective of the BO-CEC plan which is simply the U.S.O.E. plan for career education adapted to business and office careers.

Under this plan children in kindergarten through grade six will gain an occupational orientation by becoming aware of the various occupational clusters and some of the opportunities available in each.

In grades 7-9, on which the BO-CEC project efforts will be concentrated, children will explore in greater depth the business and office occupations, including career paths in, to, and through these occupations.

BEST COPY AVAILABLE

FIGURE 1

OFFICE ACTIVITIES BY FUNCTION

DATA/INFORMATION

- → GATHERING, COLLECTING, ELECITING
- → RECORDING
- → VALIDATING
- → PROCESSING
- → INTERPRETING
- → MODIFYING AND SHAPING
- → DECISION MAKING

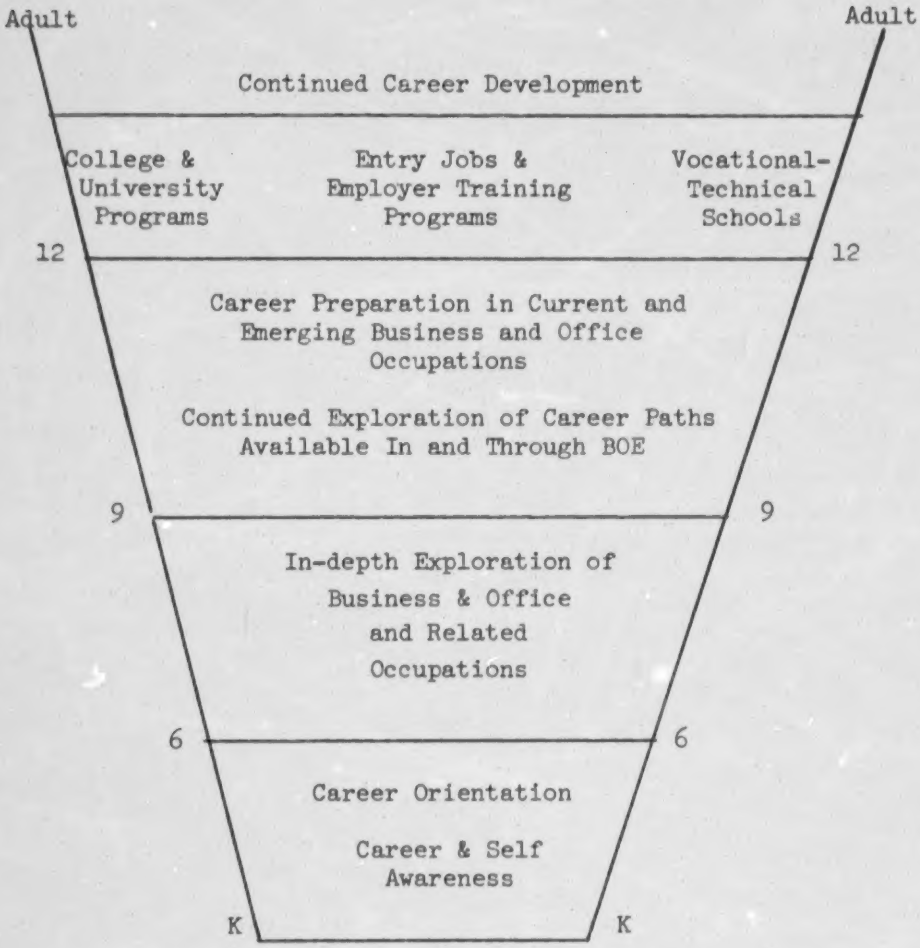
TABLE 1

BUSINESS AND OFFICE OCCUPATIONS (SELECTED)

	DOT	EMPLOYED IN 1970
ACCOUNTANT	160.188	500,000
SYSTEMS ANALYST	033.187	100,000
PROGRAMMER (COMPUTER)	020.188	200,000
ELECTRONIC COMPUTER EQUIPMENT OPERATOR	VARIOUS	200,000
FILE CLERK	206,388	170,000
OFFICE MACHINE OPERATOR	VARIOUS	365,000
SHIPPING/RECEIVING CLERK	222.138	380.000
STENOGRAPHER/SECRETARY	VARIOUS	2,800,000
TYPIST	VARIOUS	700,000
TELEPHONE OPERATOR	VARIOUS	420,000

FIGURE 2

BO-CEC Plan
(Adapted from USOE Career Education Model)


Adult
Adult
Continued Career Development
College & University Programs
Entry Jobs & Employer Training Programs
Vocational-Technical Schools
12
12
Career Preparation in Current and Emerging Business and Office Occupations
Continued Exploration of Career Paths Available In and Through BOE
9
9
In-depth Exploration of Business & Office and Related Occupations
6
6
Career Orientation
Career & Self Awareness
K
K

In grades 10-12 youths will continue to explore career paths and will develop entry-level business and office skills.

After high school, career development continues as the young person enters his first job or continues his education in a college, university, or other post-secondary institution.

Under this plan, career development is a life-long process.

Various approaches can be used in implement the BO-CEC plan. One approach that we have considered is what we call the mosaic approach or unit approach. (Figure 3)

Under this approach career units are provided which permit the students--individually or collectively--to investigate each of several business and office occupations. For example, students might study a career unit on small business ownership, then a unit which examines the job of a mail clerk, then a unit on file clerks, and so forth. This, of course, is a rather traditional approach to providing students with occupational information.

Another approach we have considered is the strata approach (Figure 4) in which teachers help students identify major areas of human endeavor and examine the common business and office activities or strands that run through each of these endeavors. For example, the teacher and students might identify such human endeavors as agri-business, manufacturing, food service, etc., and then see how the stratas of information gathering, information, recording, and information validation run through (or are common to) each of these endeavors.

A moment ago I mentioned that of the 15 major occupational clusters the business and office cluster is unique because it pervades or overlaps into each of the other clusters. For example, some agri-business careers that are interrelated with business and office activities include general farm manager, harvest contractor, grain buyer, meat inspector, and county agriculture agent. Other career clusters that interrelate with business and office activities include marketing and distribution, health, home economics, teachnical, and trade and industrial.

The third approach to career education that we have considered is the field and team approach which takes into account this interrelationship between business and office careers and other career clusters. (Figure 5) Under this approach, teachers and students identify fields in business, industry, government organizations or some combination of these and examine the way in which business and office services pervade and tie together the organizations within each field. To illustrate, a hospitality and recreation field might be composed of hotel and motel, tourist agency, and restaurant service occupations--each of which have a common core of business and office services. Other examples of fields include banking, marketing, and environmental protection.

FIGURE 3

Entry-Level or Mosaic Approach

Small Business Owner	Supervisor of Duplicating Machines	Management Trainee	Payroll Clerk
Mail Clerk	Transcriber	Typist	Stenographer
File Clerk	Receiving Clerk	Cashier	Receptionist
Computer Tape Librarian	Computer Operator	Accounting Clerk	Data Entry Clerk

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[1] The above diagram provides only a few examples.

FIGURE 4

Strata Approach
Human Occupational Endeavors Versus Strata (Examples)

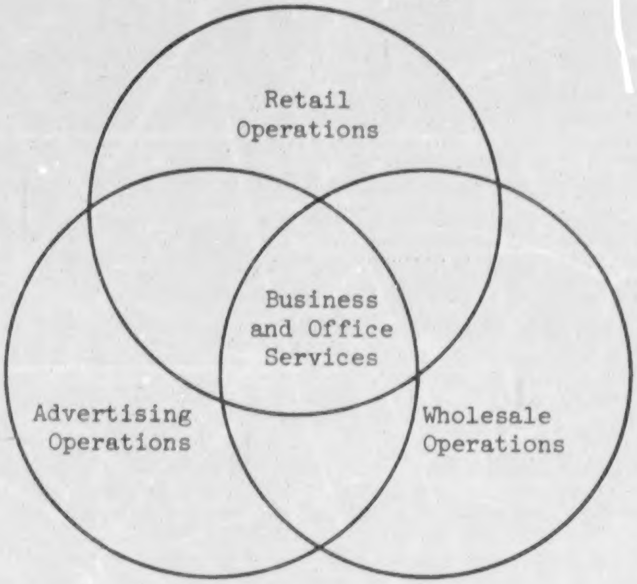
Endeavor Strata	Agri-Business	Manufacturing	Trades and Technical	Food Services	Health Services	Recreation and Hospitality
Business Ownership	Food Processing Plant	Rug Manufacturing Plant	Plumbing Business	Franchise operation of a fast food service	Hospital, rest home, dental, etc.	Theater, entertainment, or other operations
Data information compiling, gathering, eliciting	Conservation airplane administrative services*	Office services such as inventory clerk	Contract manager and job scheduling	Administrative services* for catering, kitchen supervision, etc.	Administrative services* staff	Administrative services* for booking films or artists
Data gathering, validating, processing, reporting and using	Administrative services* for farm foreman	Programmer, data methods analysis	Accountant Data Gathering Validation Processing Reporting	Administrative services* for caterer and sales staff	Patient services and records	Cost analysis of showings and events
Information modification, shaping, and motivation	Tobacco buying: administrative services*	Administrative services* for material scheduling	Manager and his office and sales staff	Manager and dietician: administrative services*	Dental, medical, and other health supportive ad svcs.* staff	Administrative services* for promotion of showings and events

*Administrative services include secretarial, typing, accounting, duplicating, computing and recording, receptionist

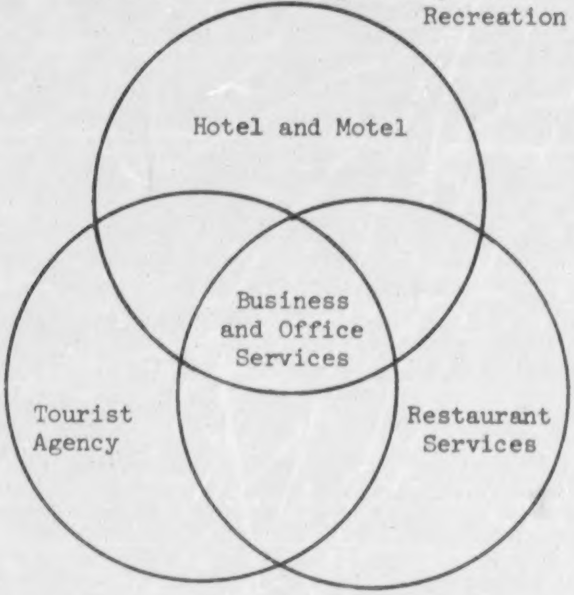
FIGURE 5

Fields and Teams Approach
(Examples)

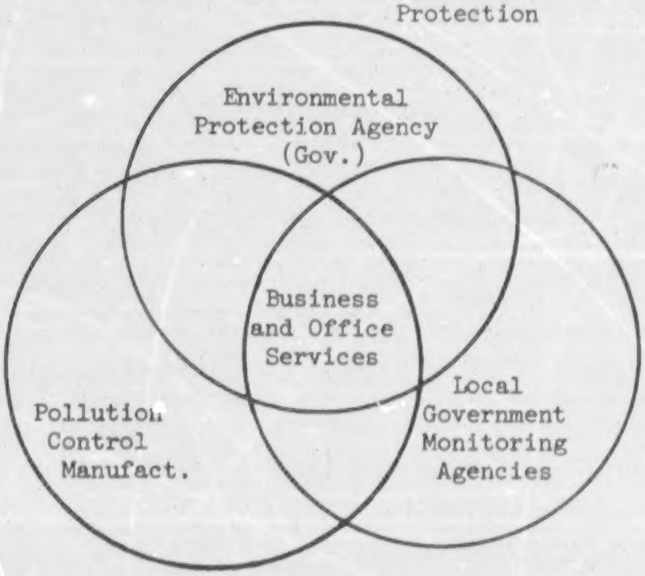
Team Cluster: Marketing


Retail Operations
Business and Office Services
Advertising Operations
Wholesale Operations

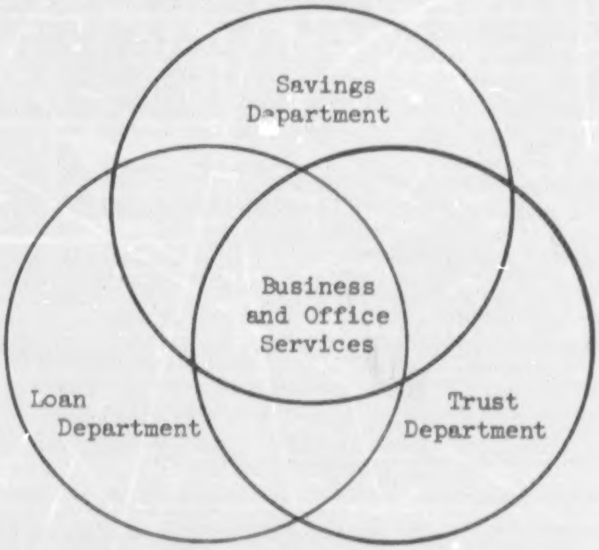
Team Cluster: Hospitality and Recreation


Hotel and Motel
Business and Office Services
Tourist Agency
Restaurant Services

Team Cluster: Environmental Protection


Environmental Protection Agency (Gov.)
Business and Office Services
Pollution Control Manufact.
Local Government Monitoring Agencies

Team Cluster: Banking


Savings Department
Business and Office Services
Loan Department
Trust Department

BO-CEC MODEL

Aspects of each of the three approaches--the mosaic, strata, and field and team approaches--are included in the model developed for the BO-CEC project.

The BO-CEC Model is shown in Figure 6. Note that the core of this model contains the basic instructional areas commonly found in grades K-12: Language arts, social studies, science, and mathematics. Moving out from this core one can see how various career components grow from these basic skills. Let's take a closer look at one segment of the model to see how it works. (Figure 7)

Here, at the core, are language arts and social studies courses currently taught in elementary and secondary schools. Moving from this core into the first ring, we come to an area called interpersonal relationships which can be considered outgrowths of both communications (language arts) and social skills. As students become aware that interpersonal relationships are a vital aspect of success in business and office occupations, they begin to see the relevance of language arts and social studies to career success in these occupations.

Moving out to the next ring, effective oral and written communications are outgrowths of the language arts and social studies skills and are also a primary function of business and office occupations. Work ethics and habits, also shown in this ring, are also outgrowths of social study skills as well as a product of interpersonal relationships. Thus, by fusing a study of the components of business and office occupations shown in these rings with the activities in language arts and social studies classes, students will see the relevance of the skills they are learning in school. Relating this again to our patch-of-land analogy, the heretofore seemingly wild and untamed field of occupations will begin to take on some semblance of order.

The culmination of the fusing of academic subjects and career education occurs as we move to the items in the final ring of the model--specific types of occupations which are here identified by U.S.O.E. classification codes for business and office occupations. As students explore these specific types of occupations through activities in the language arts and social studies that wild growth of occupations we spoke of earlier really begins to take shape, and in the minds of students the things learned in school become fused with occupational opportunities.

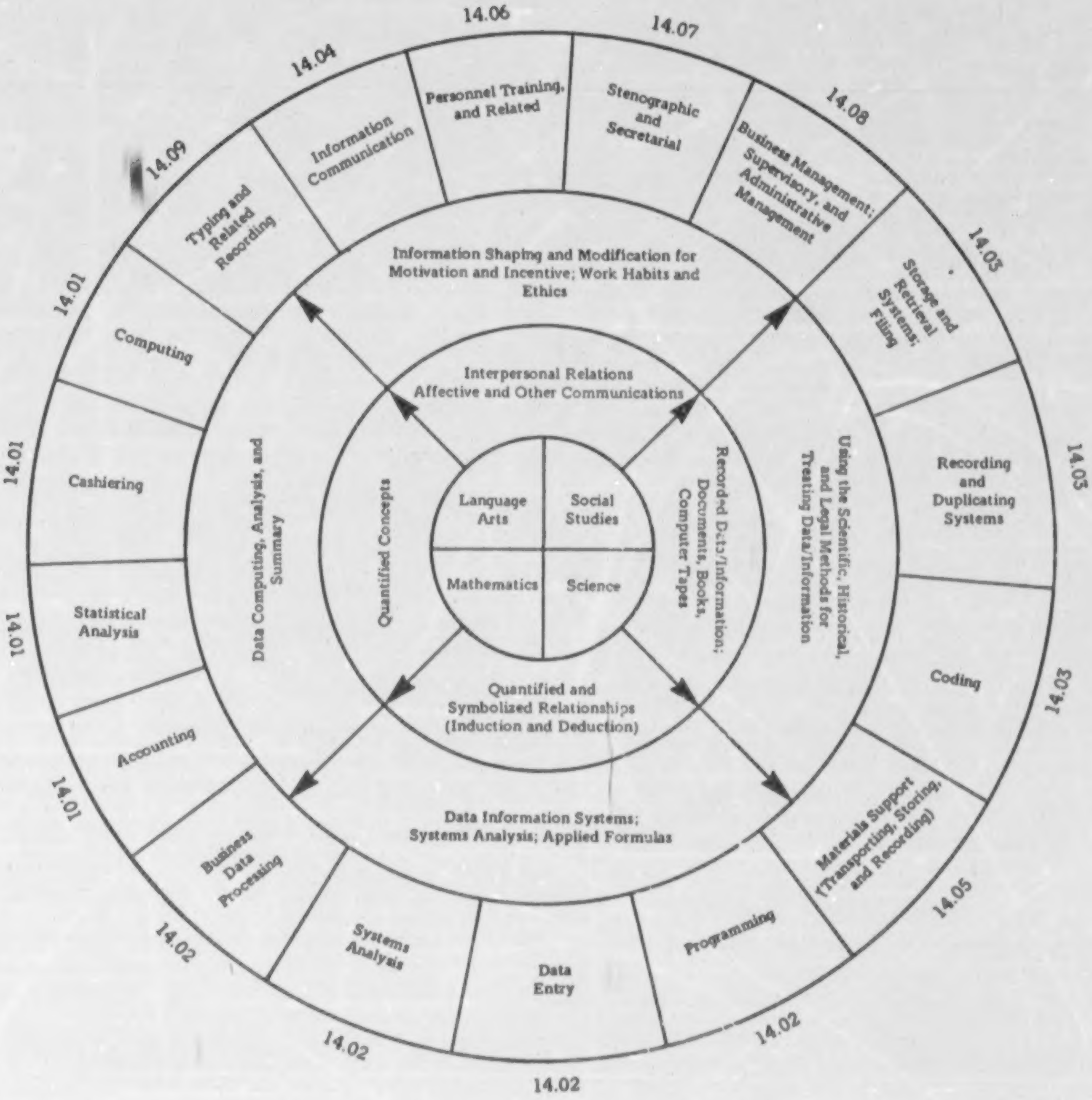
The model we have just seen presents a graphic illustration of our concept of the fusion of career education and academic subjects in grades 7-9.

ALTERNATIVE PLANS AND STRATEGIES FOR IMPLEMENTING BUSINESS AND OFFICE CAREER EDUCATION

An approach used by many education institutions is to provide students with career information by means of handouts, films, or an occasional article directed at an occupation. This laissez-faire approach toward career development assumes that the students will gain career direction through means other than those provided by the school.

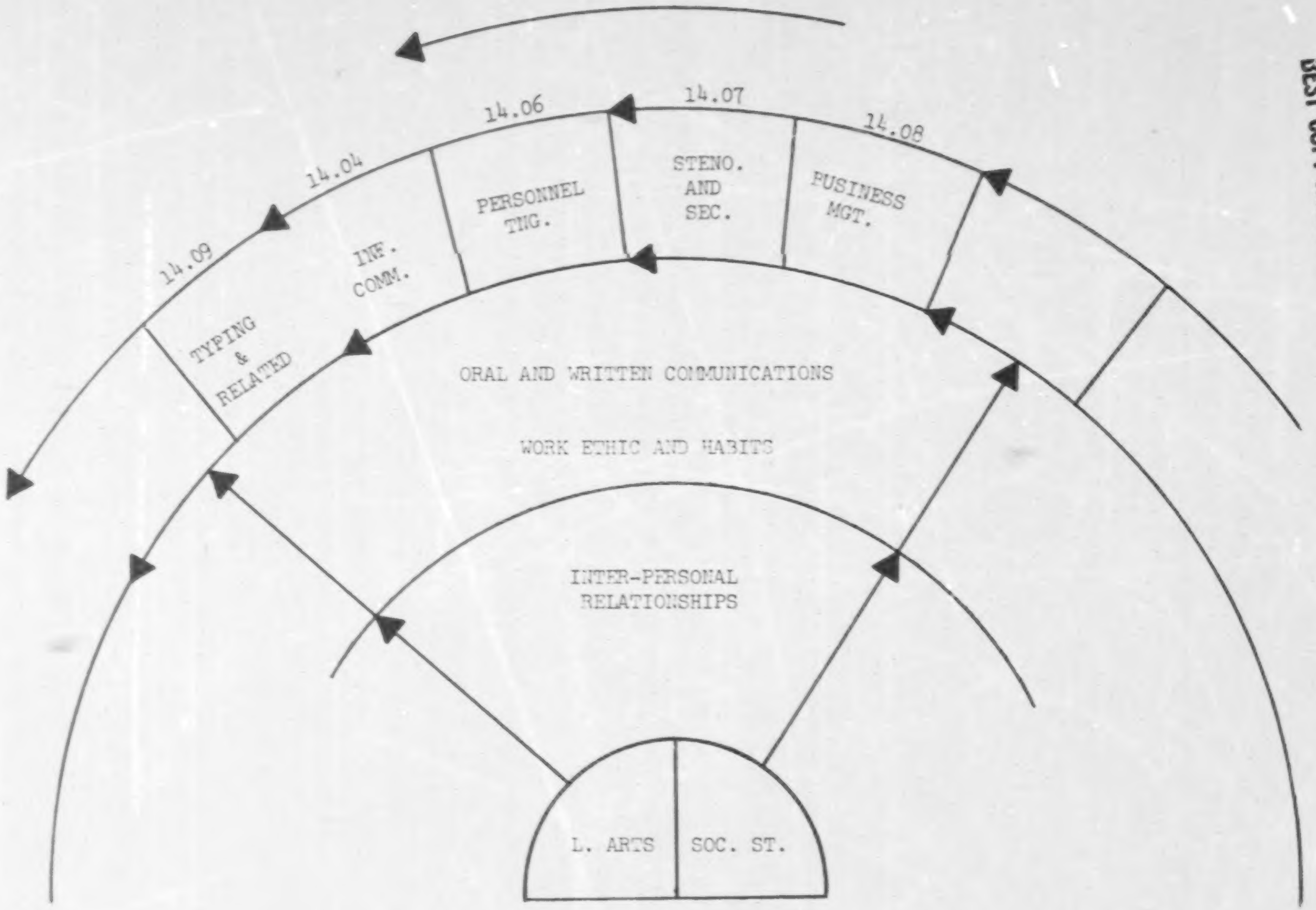
FIGURE 6

THE BO-CEC MODEL


14.06
14.07
14.04
14.08
14.09
14.03
14.01
14.03
14.01
14.01
14.03
14.01
14.05
14.02
14.02
14.02
14.02
Personnel Training, and Related
Stenographic and Secretarial
Information Communication
Business Management; Supervisory, and Administrative Management
Typing and Related Recording
Storage and Retrieval Systems; Filing
Computing
Recording and Duplicating Systems
Cashiering
Coding
Statistical Analysis
Accounting
Materials Support (Transporting, Storing, and Recording)
Business Data Processing
Systems Analysis
Data Entry
Programming
Information Shaping and Modification for Motivation and Incentive; Work Habits and Ethics
Data Computing, Analysis, and Summary
Using the Scientific, Historical, and Legal Methods for Treating Data/Information
Data Information Systems; Systems Analysis; Applied Formulas
Interpersonal Relations Affective and Other Communications
Quantified Concepts
Recorded Data/Information; Documents, Books, Computer Tapes
Quantified and Symbolized Relationships (Induction and Deduction)
Language Arts
Social Studies
Mathematics
Science

The numbers above refer to U.S. Office of Education codes for business and office occupations. For example, 14.01 refers to Accounting and Computing Occupations.

FIGURE 7


14.09
14.04
14.06
14.07
14.08
TYPING & RELATED
INF. COMM.
PERSONNEL TNG.
STENO. AND SEC.
BUSINESS MGT.
ORAL AND WRITTEN COMMUNICATIONS
WORK ETHIC AND HABITS
INTER-PERSONAL RELATIONSHIPS
L. ARTS
SOC. ST.

Another means of implementing business and office career education is to use a compartmentalized approach in which business and office occupations are presented in a separate subject or class in the student's school experience. This class might be taught by a career education specialist, thus removing other classroom teachers from the responsibility or problems associated with teaching in areas where they are not familiar.

A third approach is that of providing career guidance centers where students may come to gain insight into the world of work. Most centers would provide individualized instruction and career guidance in all the occupational clusters. To benefit from this type of center, students would have to take the initiative to visit and use its resources.

Another approach is to remove the student from the school environment, at least for a portion of the school day or week, and place him in a work environment. In this way the student would gain insight into those few occupations in which he or she has an opportunity to observe or participate. Unfortunately, some communities will provide only a few such opportunities. This strategy or approach draws on the expertise of the entire community using business, industry, and community not only as advisors on the program development, but as an integral part of the instructional process.

Still another approach is that of a total school career-based curriculum. This concept is implemented through the reorganization of curriculum around career development themes. Exposure to career information on all fronts is the goal of this approach. Implementation is accomplished through a systematic redesign of the school program and results in a K-14 school wholly organized around career education.

The approach that will be utilized in the BO-CEC project is that of developing units which fuse career concepts with basic K-9 subjects. The student learning packets and correlated teachers' manuals will be integrated with current disciplines such as mathematics, social studies, science, and language arts so as to deliver to the students a comprehensive business and office career education program.

The modules will incorporate the gathering, processing, reporting, information and making decisions much as is done in the business and office. Activities in each module will be coordinated or fused with one or more concepts being taught in language arts, social studies, science, and mathematics.

Let's now look at the procedures for the BO-CEC project.

PROCEDURES FOR IMPLEMENTING BO-CEC PROJECT

Back to our analogy again, the BO-CEC project can be likened to the cultivation of a patch of land in its natural state into a productive and fruitful field. The beginning steps for a gardener is to walk through the untamed field and determine which plants are worth cultivating and which ones are of no value. Similarly, the first step for the BO-CEC project staff is the identification and review of all relevant curriculum materials. This will be done through a nationwide curriculum search for existing materials which can be adapted to the BO-CEC model. During this phase of the project we will be looking at the technical content, objectives, comprehensiveness, and validity of materials found in the nationwide search.

To continue the analogy, the second step a gardener would take after surveying the field is to decide what crops not now growing in the field could flourish if planted there. This step in the BO-CEC project is to ascertain where voids exist in present business and office curriculum materials and modules. A Business-Industry-Education Review Committee will review, evaluate, and recommend areas in which materials might be developed in order to fill the gaps in the instructional system for business and office occupations.

The third major step is to revise existing materials which survived the initial screening process so as to conform to the BO-CEC model. The fourth step is to develop curriculum materials and modules to fill the gaps existing in the present materials. This includes the preparation of student learning packets and modules, correlated teachers' manuals, and curriculum plans and strategies for use in K-14. The successful completion of this step will ensure the development of a comprehensive business and office career education curriculum. Steps 2, 3, and 4 in the BO-CEC project are parallel to the cultivation process the gardener must use in order for his field to grow. He must plant, weed, nurse, prune, and tend to his crops in order to have a good product. After his crops have matured and been harvested, he must decide whether his produce is marketable. The produce must be of sufficient quality to appeal to the consumer. In the same way, the curriculum materials developed in the BO-CEC project must appeal to the students by providing them with the best information available about business and office occupational opportunities now existing and emerging on the American scene. Therefore, the BO-CEC materials will be validated through field tests in both urban and rural schools. The validation process may lead to a modification of the curriculum modules and teaching guides. The final step, wide dissemination of the findings of the project, will be accomplished through workshops, presentations at national conventions, and through articles in professional journals

Thus, this final step can be compared to the gardener taking his ripened produce to market. He might sell his produce at a farmer's market, to a wholesaler, door-to-door, etc.

CONSUMER EDUCATION: THE ROLE OF BUSINESS AND OFFICE EDUCATION IN THE INTERDISCIPLINARY APPROACH

SYMPOSIUM SPEECH

BY

MR. DAVID SCHOENFELD, DIRECTOR
EDUCATIONAL SERVICES, CONSUMER'S UNION

There's an old saying about a chicken and a pig walking down the road and coming up to a restaurant, with a big sign in the window which says, "Ham and Eggs." With this the chicken turns to the pig and says, "Isn't it wonderful the contribution we make to mankind? I feel so good about it." The pig turns with a glare in his eyes and he says, "Well, for you it may be a contribution, but for me it's total commitment."

The point of this anecdote is a simple one. I am totally committed to furthering consumer education to aid the individual citizen in his consumer role without any vested interest or a special ax to grind. Consumer education is a basic weapon for the consumer's skimpy arsenal. The need becomes more critical by the day as the marketplace changes and increases in complexity. There is much activity currently with regard to consumer protection and consumer legislation on both state and federal levels. My feeling is that this effort is of limited usefulness without an educated consumer to effectively implement these remedial efforts. Consumer education is a preventive measure. Consumer education has as it's basic thrust the development of consumer competency and understanding on the part of the individual in his role as consumer in our society. Consumer education is a part of general education. It is not a separate discipline. It is not just buymanship. It includes ecological considerations and broad economic issues. It is not a set of principles, which once learned and committed to memory can conclude one's preparation for living as a consumer. It is an area, a field, which permeates and encompasses virtually every aspect of the individual's life. The old phrase "Quality of Life" is particularly appropriate with relationship to consumer education.

Consumer education is an intensely practical thing; that it's also the world's best medium for getting youngsters to think a little bit about the economy as a whole, as economists do, for helping each one think of himself as a responsible citizen and weighing the kind of social economic system he wants, not only for himself, but also for everyone else; and above all, for putting him into looking ahead at his own life considering what he wants to make of it--not only materially but also esthetically and in fineness of purpose. For most people consumer education is a medium for all this superior to a combination of special courses in Civics, Economics, and Philosophy. It is superior because in a relatively non-technical way it goes right to the heart of the learner's concerns of himself and the enduring quality and significance of his life.

I do not subscribe to the notion that any one discipline should have a strangle-hold on consumer education. All disciplines should be involved to present their expertise and viewpoint. My work involves me with home economists, business educators, and social scientists predominantly. As a matter of fact, I belong to the National Business Educational Association, The American Home Economics Association, and The National Council of Social Studies. The AHEA, for example, has a consumer interests committee at the national level and 43 state chapters have such a group. A recent questionnaire to the membership saw 73.1% indicating that consumer issues should be a priority concern for AHEA over the next five years. It stands as the highest priority for the Association. Although these three disciplines are the predominant thrusts in the field, there are efforts in Science, Math, and English and others that should be accommodated as well.

Consumer Education suffers from the lack of specific ties to a single discipline. Failing to have an academic anchor creates difficulty for the subject area. At the same time, it is one of the inherent strengths of consumer education because it draws upon a variety of disciplines and builds a very practical base for learning. This dichotomy is not easily resolved in practice. In fact the "Politics" of education and the isolation of each discipline from all others precludes instantaneous achievement of an interdisciplinary approach. But where the walls have been breached, the programs have been effective, all participants have been pleased and most importantly, the learning process has been enhanced. Examples of these interdisciplinary activities are included in the CEMP books which are referred to later.

But now let's get down to the role of business education in consumer education. I would like to refer to and discuss the statement on this matter by the policies commission in the business education forum of April 1973. I submit that this well-intentioned statement which I applaud because it was made and indicates a commitment, does a disservice to business educators. It does not present the unique characteristics and potential contributions of the business education field to consumer education. The statement has an introductory paragraph which I would like to discuss last. Immediately after that is the definition of consumer education from the President's Committee on Consumer Interests.

> "Consumer education is the preparation of the individual in the skills, concepts and understandings that are required for everyday living to achieve within the framework of his own values maximum satisfaction and utilization of his resources."

I find it difficult to dispute that definition because I am its author. It was developed by me in 1968 while serving on the PCCI. It has been widely accepted but frankly it is not the last word--it does not include the broader aspects of consumer education. From that the article proceeds to delineate eight beliefs of the commission. Now I have no quarrel with these statements--they are truthful but unfortunately of little help to the business educator. Points three and five are the only ones that even mention business education. Point three states that --

> "Business Education can make an important contribution to consumer education without duplicating the efforts of other subject fields."

I submit, it would have been helpful to delineate some of those contributions.

Point 5 -- Every business teacher education program should include preparation for teaching consumer subject matter. Five -- But how should it be incorporated?

The last statement #8 details the objectives of consumer education which apply equally for all disciplines involved. There is nothing in the statement that sets forth the case for business education in consumer education. The nexus exists, however, in the introductory paragraph.

> "Individuals play three important economic roles in life. They contribute to the production of goods and services as workers, (I prefer the word producers) use the results of production as consumers and make economic decisions as voting citizens. Business education is concerned with the preparation of individuals for all three roles."

This relationship of business education to the individual, the interplay between producers and consumers, the impact of consumer decisions on the economy, on industry, on government, the development of awareness on the part of the individual as to his consumer role in society, all emphasize the importance of input from the business educator. In terms of preservice preparation at this moment, there is no question that the business educator is best equipped to deal with these matters. There is a great combination of psychological, sociological, and economic forces which tend to mold the individual's consumer behavior into a particular pattern and attitudes which are basic manifestation of values he holds at that time--lifestyle, status, stage of life cycle, place of residence, advertising, fashion, communication media, etc.--all contribute as psychological influences. Some of the sociological influences would be peer group, family group, the community, family size, race, ethnic considerations, education, employment, custom, tradition and economic factors deal with income level, housing, type of employment, discretionary income, and inflation. These are just a partial list of some of the influences that affect this individual and lead him into a certain pattern. It should be stated very clearly, however, that any two individuals who are given somewhat similar exposure in terms of the various influences may not necessarily evolve into the same sort of consumer behavior. This process is one which is constantly under examination by the individual--examination and re-elvaluation--and truly becomes one of the basic considerations for the consumer educator when dealing with a particular consumer topic. This is another element in consumer education that requires the business educator. A relatively new consideration, negative consumption and its impact on the economy can be handled effectively by business educators. It would be a fascinating exercise to go back and evaluate the learning experience of students with regard to the affects of the meat boycott at the end of March, beginning of April 1973 as reflected by instructors from various subject areas. Incidentally, negative consumption cannot really be illustrated by the meat boycotts since it was a collective action rather than an individual one reacting to an artifical stimulus. My criticism of the policies commission statement centers on the fact that it does not contain any ammunition for business educators to utilize in attempting to establish a firm foothold in consumer education.

Now to another area. Business Law -- Business Law is a cornerstone of business education. Can anyone dispute that another title for it could be Consumer Law? In practice many secondary level and junior college courses have been renamed in that fashion are examining contracts, warrantees, guarantees, claims and all ingredients of a Business Law curriculum with an increased consumer emphasis. This is not to say that both prospectives should not be examined. By so doing, the validity of the effort is increased. The rights and responsibilities of consumers, particularly as related to Law, are critical to the education of the consumer. Who else but the business educator can teach Business-Consumer Law. Let me suggest that you consider renaming that portion of the curriculum to include the word consumer. The impact of that action alone would be a positive reflection of business education's increased attention to consumer education. Further we can reiterate virtually the same statements for Business Math with some minor alterations. These are both areas that require the specific attention of business education input.

Financial support for consumer education is a sensitive element for business educators. Under Part F of the Vocational Education Amendments of 1968 home economists have been the sole recipients of federal funding for consumer education. For fiscal 1974 the appropriation is $25,625,000. Only in a few rare instances have other disciplines been able to obtain some of this funding. Two possibilities are developing which portend a wider dispersion of funds. The first results from the fact that Part F in all likelihood will be eliminated after fiscal year 1974 and the funds included in some form of revenue sharing. In this event the decision makers in each state, most likely the governor's office, should be apprised as soon as possible of the additional capabilities that exist within the state for teaching consumer education. I am hopeful that the interdisciplinary approach will get a boost from revenue sharing. Do not permit this funding to be absorbed into construction on teachers' salaries or other segments of education. Now is the time to beat your drums and make your capabilities known.

The second possibility results from a little known section of the Education Amendments of 1972. Section 811 of the Act calls for the appointment of a Director of Consumer Education in the U. S. Office of Education and authorizes the appropriation of $80 million dollars for consumer education over a three-year period. Twenty million the first year, 25 the second and 35 the third. Let me report to you that the U. S. Office of Education has not appointed such an individual nor has it created a slot for the position in the organizational structure. I am sure you all know that no monies have been appropriated for this or any other educational program and the Office of Education is operating on a continuing resolution.

An interdisciplinary effort is most desirable from my viewpoint. But I would not exclude any other form of consumer education program. The important factor is to begin to introduce the subject through separate courses, units in existing courses, workshops, lectures or any vehicle appropriate to the setting. The following is a very basic step which has been employed successfully at various educational levels. A member of the faculty is asked to talk to a class in a different department on a particular topic. This has lead to an exchange of classes, combining periodically and also to the development of a team teaching program with two or more equal partners. The representation of disciplines and the combination varies without any discernible pattern. My suggestion is that a consumer education program that is being projected begin in the way that is most feasible for the framework so as not to make waves in the curriculum and to the administration. Also start small and think small to begin with in terms of scope, students, faculty, costs, etc. Let the program deal with its own inherent momentum. It will--provided you do not attempt to enclose it in an academic straitjacket.

I would not want you to labor under any misapprehension. There are a number of business educators and business education programs that have been working in consumer education effectively for a period of time. It is not a complete vacuum in terms of business education input. What I am saying is that we should have much more because you are vitally needed. One prime example, is Ray Price, recently retired from the University of Minnesota. Bob Worthington's first involvement in consumer education and subsequent interest comes from Ray. Ray has offered course work in consumer education at the University of Minnesota for a period of years. Ray has successfully woven consumer education into his general business program. His textbooks devotes a great deal of space to it. He was a member of Consumers Union Board of Directors from 1955 to 1967. He is a recognized leader in consumer education and most recently, a key member of the National Review Committee of the Consumer Educational Materials Project. And I particularly want to commend him for his participation in that effort.

Permit me to move now to another facet of consumer education. For the past three years I have devoted myself completely to the Consumer Educational Materials Project. This project which has now been completed saw the preparation of these six books. They range from early childhood to adult continuing education and teacher preparation. They are designed to aid teachers in the field by providing strategies and techniques of teaching consumer education. Incidentally, for your information they are for sale. In the process of working on this OE Grant, we have learned a great deal about the state of the art. As a result we have identified four problem areas which are applicable to the total educational range.

1. There is a lack of ongoing communication and coordination of activities among consumer educators in different localities and states. Although materials are available and many consumer education programs have been developed and piloted, most educators are unaware of them. Effective programs and teaching strategies have not been sufficiently publicized. As a result there is much duplication of effort. Mistakes are often repeated and successes not developed to their fullest postential. Existing consumer education materials are not brought to the attention of educators and materials that need to be developed are not identified. Not being in contact with each other on an ongoing basis, educators and community leaders interested in consumer education are not helping each other. Each is in effect reinventing.

2. Articulation of the parameters and behavioral objectives of consumer education is virtually non-existent, or at best, vague and arbitrarily defined. This is evidenced by the repetition of the consumer lessons and activities and lack of sequential development of concepts and skills from grade level to grade level.

3. Mechanisms and criteria for evaluating the effectiveness of consumer education programs have not been developed. Without procedures and guidelines for identifying the weaknesses and strengths of programs and for studying the short and long term affects of these programs on a target audience, efforts to revise programs, develop effective learning materials and build in accountability are greatly hindered.

Lastly, a majority of educators, although interested in consumer issues, are not adequately prepared to teach consumer education. This is reflected in their reluctance to teach what represents to them a new subject area. Where it is taught consumer education is often limited to buymanship and at times characterized by an undue reliance on curriculum guides, resource persons and industry prepared materials. A number of states are considering a legislative educational mandate for consumer education following the path of Illinois, Hawaii and Oregon. I won't take time this evening to go into the merits of this approach or the actual practices in these three states, but let me simply state that I do not believe that this mandate is working effectively at least in Illinois and Hawaii. Oregon will not begin implementation until the next academic year. My concern is that such action only intensifies the problems that I have just mentioned. Creating a mandate, without teacher preparation and materials, is wasted effort.

For the foreseeable future, I will be devoting my efforts to developing teacher competency in consumer education and serving as a consultant to universities, school systems and state departments of education, developing workshops and exploring other possibilities for stimulating the growth of this vital need.

Let me close by pointing up a specific problem that relates to it. About a year ago at an educational meeting, a noted sex educator was given an award and I was there. Subsequent to the award and the breakup of the formal meeting, I went over to congratulate this gentleman and introduced myself in the process. When he heard that I am involved in teaching consumer education, he said very simply, "I would never dream of teaching consumer education, it's much to personal."

In summary, I hope you will build into your new curriculum a strong emphasis on consumer education. If I can be of any assistance to you in this effort, please do not hesitate to call on me. I'm at your service.

DEVELOPING CAREER EDUCATION GUIDELINES IN BUSINESS AND OFFICE EDUCATION

SYMPOSIUM SPEECH

BY

DR. LOUISE KELLER
UNIVERSITY OF NORTHERN COLORADO

The opportunity to address you leaders and change agents of office education on "Developing Career Education Guidelines for Business and Office Education" is indeed a pleasure. Fifteen years of my professional career have been devoted to secondary business education in such roles as a cooperative office teacher-coordinator, department head, and city supervisor. When I talked with Dr. Carmela Kingston several weeks ago, she assigned this topic, which is a challenge to any speaker. I welcomed the invitation to be with you and to discuss two favorite subjects, office education and career education.

I have organized my presentation under several major headings: (1) Personal Views on Career Education, (2) Several Critical Issues, (3) The Supporting Role at the Elementary Level, (4) The Middle School/Junior High Office Careers Program, and (5) The Office Career Preparation Program.

PERSONAL VIEWS ON CAREER EDUCATION

I have always contended that one cannot design, develop, and implement career education at any level if he himself cannot define career education. There have been many definitions enounced. I view career education as a community-based system of education which is concerned with the development of individuals for their social and economic roles in life.

Career education, when fully understood, will call for a comprehensive community plan rather than a school plan for education. Community, in this case, includes all educational environments. Career education should and must affect all educational environments. These educational environments are the home, business/industry, governmental agencies, and other institutions in the community. In any discussion of career education one should not ignore these other environments or dimensions of education in developing guidelines for career education in office education. There is more to education than schooling. James S. Coleman, writing and speaking on the subject of education vs. schooling, emphasizes that we must take steps to "...wipe away the confusion between schooling and education." UNESCO last year published a small booklet entitled Learning To Be--The World of Education Today and Tomorrow in which were listed 21 principles for education. I highly recommend this document to you. We could spend our entire morning on a discussion of the effects of a community-based system of education for business and office education. The intent of this presentation will be focused on the school-based system of education because of the limitations of time.

The process of career education is often referred to in the literature as career development. Theories of career development which have emerged over the past several decades have affected significantly the conceptualization of career education. Career development education, from my point of view, has six transitional stages:

Awareness
Explorations
Identification and Orientation
Preparation
Placement
Assessment and Educational Recycling

Many of the career education models that have been conceptualized show the "awareness" stage to be a primary concern for the elementary school, the "explorations" stage to be the primary concern for the junior high school. These transitional stages, in my opinion, are also cyclic in nature. In the planning of curriculum for career education, the awareness and explorations career development stages may need to be repeated at various levels of education but at a higher level of sophistication. For example, at the collegiate level a student who says he wants to be a teacher should have an opportunity to become aware of, explore, identify with some teacher preparation program and be oriented to that program. After preparation, the student should be placed in a teaching position and assisted with a planned career development program based on career assessment. We already know from the teaching records of men and women that most will have to recycle because they leave the teaching field for other careers.

In any discussion of what career education is, one encounters a number of interesting terms. One such term is "infusion." The infusion strategy accepts the notion that we must begin where we are in our organization of knowledge and people in the school environments. When I have a captive audience such as this one today, I can be presumptuous and suggest that when you get involved in long-range planning for career education, you will find that the infusion strategy is not the most viable strategy. In fact, I dare predict that if we don't come to grips with the reorganization of education around the needs of people, career education will have been just another grand idea. I doubt if any of you are willing to be the risk takers for promoting a new organizational schema; but if you are, may I suggest that instead of organizing people, things, and data around general education, academic education, and vocational education that you organize your program and operations around three new themes:

SELF
BASIC COMPETENCIES
CAREER/LIFE ROLES

These three themes are learner-oriented rather than subject-matter oriented. All educational personnel are involved with preparing individuals for career/life roles. The development and installation of a system whose focus is learner-oriented and which has concern for the totality of human development will necessitate major changes in structure, value orientation changes, a major realignment of goals, and an internal adaptation to a significantly different set of commitments. Such a massive change as the organization of curriculum/instruction/guidance around new themes as well as being community-based is too much to expect at this time. It took us fifty years to accept the concept of the kindergarten. Forty-seven years have passed since cooperative office education had its beginning in Wilmington, Delaware, and Detroit, Michigan. There are still those individuals in business and office education who do not know the difference between work experience for exploratory purposes and cooperative vocational education for training purposes.

When it comes to designing and installing an office career development program we will need to:

1. Identify elements/components needed for a comprehensive office career development delivery system.
2. Consider planning strategies which:
   a. Involve and orient key groups.
   b. Analyze the present education system.
   c. Define mission, goals, and objectives.
   d. Select/create a comprehensive career development system.
3. Prepare for program installation by:
   a. Identifying attitude changes needed to support a comprehensive system.
   b. Suggesting alternative strategies to facilitate installation.
   c. Providing local school personnel and the public with an overview of the purpose/mission of an Office Careers Development Program--its functions or components, roles of people (elementary through adult education as well as adjunct personnel).

Developing guidelines for career education begins, in my opinion, with the identification of elements/components of a comprehensive career development system. I will return to this statement in a few minutes.

Should you be interested in studying a proposed new delivery system organized around three new themes--Self, Basic Competencies, and Career/Life Roles--I will be glad to mail you a copy of a speech recently delivered at the First Career Education Conference sponsored by McGraw-Hill Publishing Company and the Gregg Division. Drop me a request card.

I am concerned with the piecemeal approaches being taken under the banner of career education. There is no comprehensive system. Minimal program modification through the infusion strategy may be necessary at the beginning, but this must be followed by long-range planning for curriculum restructuring, hopefully around a new set of organizing themes or components.

Before I get more specific about components of an office careers development program, I want to make a few comments on some critical issues confronting us in business and office education which need our attention. These issues affect guidelines for program designs and operations.

SEVERAL CRITICAL ISSUES

The five critical issues selected are: (1) Tradition/Polarization; (2) Semantics; (3) Risk-taking Leadership; (4) Inadequate Program Planning, Coordination, and Management; and (5) Preservice Teacher Education.

TRADITION/POLARIZATION

The seeds from which business and office education grew were planted during the nineteenth century. The public school structured programs did not really emerge until the turn of this century. Commercial courses offered by private business schools found their way into public education through popular demand. Our major thrust at the beginning was job preparation. Some of the early American curriculum theoreticians such as Bobbitt, Charters, and Bonser in the 1920's said that we ought to analyze the kinds of tasks people must perform in life and then organize curricula around experiences emphasizing the types of knowledge and skills that would help individuals perform these tasks more intelligently. This emphasis later became known as "life adjustment education" and was the apparent rallying slogan for the progressive education movement in the 1930's. The preparation of learners for office jobs was the primary goal of commercial departments. The 1930's had strong advocates of opposing points of view. One of the more articulate was William Bagely, who insisted that formal schooling should be based principally upon bodies of knowledge that exist within our culture as organized by the scholars in the separate disciplines. This eventually became the point of view advanced by such organizations as the Council for Basic Education. There were business educators greatly influenced by this philosophy, and there emerged the general business goals and curricula. Philosophical differences which had years earlier separated industrial arts from trade and industrial education now confronted business educators. Seldom did business educators at that time nor do they at the present time examine the job preparation program and the general business program for interdependence. Perhaps it was essential for the strengthening of business education for these two strong beliefs to be identified as separate goals and implemented through separate courses. In so doing, I believe we polarized not only objectives but also people. After forty years we still have a way of grouping people and ideas. For example, we have the AVA and NBEA groups, the vocational office education and the general business education groups, the funded and nonvocational supported groups.

Career education is having a great impact on business and office education today as did the general education movement of the 1930's. I perceive career education's changing the mission or purpose of business and office education. It will be perceived in a new and expanded developmental mode which begins in the elementary and continues through adult education programs which are school-based, home-based, and business-based. The two broad goals of business education--preparation for personal business living and preparation for business and office work--will both take on new dimensions. I predict that the general business/personal living courses will become part of a new general education curricula aimed at preparing individuals for living in the twenty-first century. General business educators will still be needed, but their training will require a new type of teacher-preparation program. These teachers will need to be prepared for multi-disciplinary and interdisciplinary teams to support new general education curriculum and instruction. General business teachers may be involved in such courses as communications, urban planning, transportation systems, social psychology, society and work, social assistance and rehabilitation, developing and controlling manmade environments, consumer education. Business educators will see the pendulum swinging back as career development for the modern office world becomes the major emphasis. This leads me to my second critical issue.

SEMANTICS

As I look out on this group, I see primarily office education teachers, state supervisors of office education, office teacher educators, writers and publishers of office textbooks. I could deliberate for some time on this subject, but for the sake of brevity I am going to suggest that you describe your operations as "office education" and drop the word "business" from the title. There are many other terms you need to examine, which would simplify communications among office educators as well as with other educators and the general public. For example, the term "model office" has many different connotations among office educators today.

RISK-TAKING LEADERSHIP

A third problem we face is one of risk-taking leadership. Many of our departments of business education are headed by traditional, non-innovative, non-risk-taking individuals. If I were in a state supervisory leadership role with control over vocational credentials and funds, I would set as a top priority the revitalization of office education administration/management leadership.

INADEQUATE PROGRAM PLANNING, COORDINATION, AND MANAGEMENT

Another issue or problem is our tendency as educators to get involved in some isolated but exciting new venture such as simulation, model office development, combination of school periods into new block-of-time approaches, mini courses, etc. Many wonderful things are happening in our schools because a creative, innovative teacher gets involved with a new project. For many teachers this is the only way they can keep their personal sanity when they are working with individuals who are still using their lesson plans developed twenty years ago. But we badly need more comprehensive program planning that is coordinated and well-managed. We have too many isolated courses that are not part of a career developmental mode. We need a comprehensive delivery system.

PRESERVICE TEACHER EDUCATION

Another concern is preservice teacher education. Teacher training institutions that are really serious about the preparation of teachers must be concerned with the preparation of individuals for a new office careers delivery system and equally concerned about their own program design and operations for professional development. Awareness, exploration, orientation, preparation, placement, and follow-through services are also a part of teacher preparation programs. I am concerned that office teacher education programs are mainly second cousins to business administration in many higher education institutions. State boards for vocational education have skirted the real problems and issues in teacher education. If we are going to revitalize office education programs in the United States, we had better begin with our teacher training institutions.

There are many other issues which could have been mentioned, such as program finances and controls, vocational credentials, and youth organizations. But, the five I mentioned seem to have greater impact on designing a new office careers development delivery system.

As I mentioned earlier, developing guidelines for an office careers development system requires that we examine our philosophy of career education. If we believe in a career development process, then we must take an active role in the various developmental stages. The future of secondary and post-secondary office education programs may well depend upon the accurate information and representative experiences provided youngsters in the elementary, middle school/junior high. It behooves us to identify our role in career education at various levels of education. If we are going to develop guidelines for career education, then we should know what our involvement should or can be in various stages of career development. I am not going to tell you how to write guidelines. I have synthesized and enumerated some of my ideas (and biases) under three headings as a means of conveying what I consider to be som key elements. Hopefully, this will help you develop guidelines for an office careers development system. The three headings are: (1) The Supporting Role at the Elementary Level, (2) The Middle School/Junior High Office Careers Program, and (3) The Office Career Preparation Programs.

THE SUPPORTING ROLE AT THE ELEMENTARY LEVEL

1. The office careers program in the elementary is an integral part of a comprehensive career education program. The program:

   a. Provides accurate and representative infomation about what it means to work in an office.
   b. Relates education to required work competencies.
   c. Provides learning experiences related to office functions such as manipulating things, storing/recording data, and executing orders.
   d. Provides an opportunity for youngsters to interact with office work models and office work environments.
   e. Provides learners with an opportunity to discuss experiences and personal feelings regarding career awareness experiences.

2. The program in the elementary is supported by an advisory committee composed of elementary teachers, office education teachers, and community office employees. This committee:

a. Assists in the identification of goals and objectives (process and product) for the office careers program.

b. Sponsors inservice programs for elementary teachers. Some of the topics/activities include: (1) office careers, (2) representative office careers in the local community, (3) relationship of educational disciplines to tasks performed, (4) changing role of women in the office, (5) effect of technology on specific office careers, and (6) work habits, attitudes, and characteristics considered important for successful careers.

c. Develops for the upper elementary grades simulated office lab for individual, small, and large group activities as part of the awareness stage.

d. Provides trained leaders as work models, tour guides, simulated lab assistants.

THE MIDDLE SCHOOL/JUNIOR HIGH SCHOOL OFFICE CAREERS PROGRAM

1. The office careers development program at this level of education is composed of several prescribed and discretionary experiences. I have labeled these experiences as (a) Awareness Module (again, this is a much higher level of awareness than that experienced in the elementary grades), (b) Curriculum Exploration Modules, (c) Community Exploration Modules, (d) Career Planning Modules, and (e) Preparation Modules.

a. Awareness Module is concerned with levels of functioning in relationship to things, data, and people; educational competencies related to groups of office jobs; job status, other factors such as autonomy, lifestyles of office workers, etc. (One way to look at a job is to examine the lifestyle of the individual holding that job.)

b. Curriculum Exploration Modules are linked to specific disciplines: mathematics, language arts, social studies, science, art. (This type of module is what the school-based Comprehensive Career Education Model/System calls "integrated units" of instruction. The personnel involved should include an office educator trained for the middle school/junior high level of education. We have neglected this important level of development in our teacher training institutions.)

c. Community Exploration Modules provide students an opportunity to observe work models on a group or individual basis, participate in high school office youth organization activities, participate in a planned mini work experience, and/or be involved in a simulated work-task experience through the school's Career Development Center. This last experience is sponsored, supervised, and evaluated by an advisory group for the office careers development program at this level of education

d. Career Planning Modules provide for career guidance, self-assessment, decision-making, and educational planning for career/life roles.

e. Preparation Modules recognize that there are many individuals who desire specific skills related to office work. The preparation program includes: typewriting, human relations, task organizational skills, coping behavior, and a unit of instruction which is linked to the Career Planning Module.

2. The program is supported by a functioning office careers advisory committee responsible for the development of the community office exploration module and serves in an advisory capacity to the other modules.

3. Each student leaving this level of education can describe the office career preparation programs in the senior high and community.

4. Students who have definitely decided on an office career development program have met with a representative of the high school's office education department and have been informed of the program which emphasizes exit requirements rather than entrance requirements.

At this time I want to move into the third and major program area, the Office Career Preparation Programs. As I mentioned earlier, we need a comprehensive delivery system at the preparation level. I am not going to present a complete delivery system to you, although when I have completed this presentation you may claim it's not possible to do half of what I have suggested. I have categorized my thoughts under eight components which I believe must be found in any comprehensive system. These components are:

1. Curriculum and Instruction
2. Career Guidance and Development Services
3. Program Supportive Services
4. Advisory Committees and Public Information
5. Personnel
6. Administration/Management
7. Research and Development
8. Evaluation

My remarks under these components may well help you develop guidelines as well as determine the status and needs of local office careers preparation programs. There are many implications which you should look for in the statements. In synthesizing some of my ideas and biases, there are some noticeable omissions and duplications.

THE OFFICE CAREER PREPARATION PROGRAMS

CURRICULUM AND INSTRUCTION

1. The office career preparation program consists of three developmental levels. These are (a) Orientation to Office Careers, (b) Basic Office Training Core, and (c) Office Career Specialization.

a. Orientation to Office Careers is a sophisticated awareness, exploration, career decision-making experience designed for orienting learners to office careers and training alternatives and modes of learning. This is built into the office career guidance/assessment program. The program relies heavily upon multimedia, work models, counseling, office aptitude testing, work sampling techniques, the use of visual office career ladders and lattices, and self-assessment experiences.

b. Basic Office Training Core foci are on those skills, knowledges, and personal characteristics needed by all office workers. All high schools, regardless of the size, should develop a basic office training core program. I would like to suggest these nine competency modules:

(1) Office Environments and Services
(2) Oral Communications
(3) Typing Communications
(4) Computing
(5) Office Data and Paper Flow
(6) Coping Behavior
(7) Human Relations
(8) Leadership Development (a new approach to youth organizations/clubs)
(9) Career Development (a personalized learning module to meet the competency needs of the individual)

c. Office Career Specializations are those programs organized according to related competencies. For example, I believe there are four or five specialized programs some high schools may wish to consider and which area secondary schools and community colleges should definitely consider. I call these four programs: (1) word processing program, (2) number processing program, (3) reprographics, (4) management (at the high school this is a pre-professional program for selected students and perhaps should be offered during the summer), and (5) an office education paraprofessional program which eventually could lead to a baccalaureate degree in office education.

2. Some characteristics of the curriculum are:

a. Instruction is individualized and personalized. Each student, upon completion of the Orientation Program, has developed an office education training plan.
b. The learning experience of the individual is guided by a comprehensive career guidance system built into the department's delivery system.
c. The program as a whole is systemic.
d. The emphasis is on exit, not on entrance, requirements.
e. Competency is measured by performance within simulated and actual office environments. Representatives from business serve on competency examination committees.
f. Instruction is modularized. A module is a set of learning activities (with objectives, prerequisites for unit pro-

gression, pre-assessment, instructional activities, post-assessment, and remediation) intended to facilitate the learner's acquisition and demonstration of a particular competency. Modularization increases possibilities for self-pacing, individualization, personalization, independent study, and articulation with other programs. It also permits accurate targeting on the development of specific competencies.

g. All specialized programs which are built upon the orientation and basic office training core programs are organized as to career levels. One of the problems of career development at the senior, post-secondary, and university levels is the lack of articulation. Career preparation programs should be performance-based and stratified as to levels of competencies. These stratified levels would permit program articulation between secondary and post-secondary institutions. Level I office specialization represents entry office skilled positions with upgrading experiences to lower supervisory positions. Level II positions represent entry office technical positions with upgrading to specialized supervisory and administrative management. Level II training should be part of the community college/post-secondary schools' mission. Level III is the recognition that there are professional office positions, and preparation programs are needed. These programs should prepare individuals for entry office administrative positions with upgrading to high level supervisory management positions. Career Education should strengthen the concept of professional careers in the office world. Four-year educational institutions that have been concerned with the growth of secretarial training programs in the community colleges should rethink their office career development mission and perhaps for the first time turn to a new clientele--the exprienced office worker that has not been properly served--and establish a program which gives real support to the idea that there is "professionalism" in office work. I sincerely believe it is time we became concerned with the role of women in office work. We have not supported a comprehensive career development program and reward system for competent office employees. We may scoff at the "lib" movement, but unless we are concerned with the career opportunities and corresponding financial rewards for women, our programs, regardless of the levels of preparation in which we are involved, will suffer in the years ahead.

CAREER GUIDANCE AND DEVELOPMENT SERVICES

Some of the activities of a planned career development service component in the delivery system are concerned with:

1. Assessing the learner's needs as to:

   a. Career development needs to reach short-range and long-range goals.

   b. Basic education knowledges, skills, attitudes needed by the individual to survive within his social environment.
   c. Human development (personal) needs and desires.

2. Equipping each learner who desires and can benefit from the experience with an office training program to enable him/her to reach short-range or long-range goals.

3. Recruiting and or[illegible] l[illegible]ers to the office careers program.

4. Providing lear[illegible]eriences and information that presents office occ[illegible]imensions accurately and representatively.

5. Supporting elementary, middle school/junior high personnel with their exploration programs.

6. Providing learners an opportunity to make decisions, discuss and examine the decision-making process, and understand the basis for judging the quality of their decision.

7. Administering standardized office aptitude and interest tests.

8. Planning career development training plans with individual students.

9. Conducting need assessments directed at people in the community and those employed in offices.

10. Establishing, maintaining, and improving a learner data base system to aid in career guidance.

11. Planning and utilizing the services of lay advisers from business and industry by providing opportunities for full-time and part-time advisors to serve as:

    a. Group and individual career counselors.
    b. Work models.
    c. Team members for advising learners involved in awareness/exploration experiences.
    d. Teacher assistants.
    e. Laboratory supervisors.
    f. Role players.
    g. Competency examiners.

12. Coordinating a comprehensive job development and placement service which includes:

    a. Work observation experiences (sponsored by work models).
    b. Exploratory work experience.
    c. Cooperative Vocational Education
    d. Full-time internship training program.

13. Providing follow-through guidance and counseling services to students employed in office positions from the program.

14. Administering competency examinations and other tests.

15. Seeking help for individuals who have special needs.

16. Representing the department on the school or system-wide guidance and counseling committee(s).

17. Establishing an internal and external advisory system for maintaining and improving the guidance and career development services of the office career preparation program.

By emphasizing this component I am advocating that your guidelines reflect your own career guidance system. Schools systems as a whole are really committed to guidance. We have counselors but very few for the number of students to be served. There is more to guidance than counseling. At this point in time I suggest you develop your own comprehensive guidance and career development component.

PROGRAM SUPPORTIVE SERVICES

1. There is a Career Development Center which houses the guidance and career development service/activities and also provides these additional program services:

a. An information and dissemination environment which provides:

(1) A central focus for learners and visitors to direct questions to and make appointments with staff personnel.
(2) A place where individuals can secure self-directed study materials. For example, a housewife down the block from the school comes to the office Career Development Center and checks out for one week a multimedia learning packet titled: Module I, Unit 1.0--Learning to Type. The housewife can arrange to take quarterly open competency examinations made available by the Center for individuals involved in home-based, office-based, as well as school-based career development programs.

2. A Materials Creation Environment exists which serves the curriculum and instruction component. This materials creation environment is for staff and provides for:

a. Acquisition and dissemination of commerically prepared insctructional materials.
b. Creation of multimedia instructional materials.
c. Storage and dissemination of multimedia learning packets created by teachers and state colleges/universities.
d. Adaptation of materials for instructional teams or for individuals enrolled in self-directed programs which are home-based or business-based.
e. Validation of new materials and instructional materials through contractual arrangements with other institutions.
f. Materials center is linked with state and regional curriculum materials center.

3. The office Career Development Center provides for personal development through an organized office leadership development program. The program has four functions:

   a. Social
   b. Instruction
   c. Service
   d. Human development through leadership and other types of planned experiences.

You may wish to call this program a club or youth organization. I'm not so concerned with what you call these activities or with whom you affiliate. I am concerned that we must maximize human potential.

ADVISORY COMMITTEES AND PUBLIC INFORMATION

An institution providing an office careers preparation program needs an organized mechanisim for assuring that its services are acceptable to the clientele and to employers and for keeping its services current with its clientele's needs and with the needs of the labor market. There must be at least one office advisory committee to support the total delivery system. Following are on-going activities which are handled by advisory groups:

1. Conducting and interpreting office manpower surveys and conducting surveys to determine clientele needs in the community.

2. Evaluating overall program effectiveness.

3. Organizing volunteers for such services as:

   a. Office career counselors
   b. Career discussion leaders
   c. Office tour guides
   d. Work simulation lab supervisors
   e. Basic education tutors
   f. Cooperative vocational education training
   g. Work-sampling consultants
   h. Student career exploration sponsors
   i. Youth activity sponsors
   j. Competency examiners
   k. Participants in student career advisement
   l. Guest instructors for specific unit objectives; for example, the preparation and presentation of a unit entitled: Office Supervisory Training.
   m. Creators of innovative summer career development experiences.

4. Conducting inservice education for office education personnel.

5. Approving and defending office education budgets, proposals/projects before decision-making bodies.

6. Helping inform the community about programs and services.

7. Suggesting individuals to serve on special curriculum development ad hoc committees.

PERSONNEL

1. To facilitate the office careers preparation program, there are direct-instruction teams and support teams.

   a. Direct-instruction team members are recruited for differentiated roles and responsibilities:

      1. Team leader
      2. Assistant team leader
      3. Teachers (number will depend on such factors as enrollment)
      4. Paraprofessionals
      5. Interns
      6. Teacher aides
      7. Volunteers (trained by local educational agency)
      8. Office Teacher Education Cadets from high school or community college cooperative pre-professional education programs.

   b. Support team members are recruited for differentiated roles and responsibilities:

      1. Office guidance teacher
      2. Office education specialist in computer-assisted instruction
      3. Office education multimedia curriculum specialist
      4. Artist
      5. Material editor
      6. Multimedia production specialists
      7. Media librarian
      8. Lay advisors assigned to the school from business and industry.

2. Each member of the staff has a detailed job description for the year and this serves as a performance contract. The job description has built-in criteria for performance evaluation.

3. There is an inservice training plan for each staff member.

4. Master teachers and department chairmen are non-tenured. Risk-taking positions are rewarded financially.

5. Time and funds are available for inservice education and attendance at state professional meetings.

6. Provisions are made for appropriate consultant help.

ADMINISTRATION/MANAGEMENT

1. All office career programs are administered by competent office

education administrators. The key person is the department chairman, who is recognized for organization and management skills and for creating successful program designs and operations which are non-traditional. The chairman has the authority and responsibility of administering the office careers development program.

2. A chairman is not selected or elected to his/her position because of seniority but is appointed to the position because he/she has demonstrated leadership qualities.

3. The administration/management component of the delivery system is supported with adequate staff, budget, space, and other needed resources.

4. State vocational funds are used to train and support administration/management roles in office education.

5. The board and key administrators endorse the career development program.

6. There is a current long-range plan being utilized.

7. Program management also includes offering career extension programs which are home-based and school-based, continuing education, inservice education, and other field services.

RESEARCH AND DEVELOPMENT

1. Current community office manpower surveys are conducted and compared with state and national manpower data.

2. Manpower findings and data are presented in such a manner as to be understood by the general public.

3. State supervisory personnel provide local educational agencies with current state and national office manpower data.

4. State teacher training institutions and state supervisory personnel identify critical state problems to be investigated through research and development activities.

5. There is a functioning manpower development and utilization advisory council which makes program recommendations.

6. There are instruments designed and tested for assessing the needs of office education trainees.

7. There is an on-going office careers development research program aimed at determing:

    a. An awareness/exploratory developmental program in the elementary and junior high or middle school concerned with levels of awareness, exploration, and some preparation as it relates to basal computational skills, communication skills, psychomotor skills.

b. An employability developmental program to establish program alternatives and modes of training.

c. A program providing assistance to staff in the development of instruction which is systemic, modularized, individualized, and performance-based.

EVALUATION

1. Programs are evaluated on such factors as student employability competencies, job development and placement, retention, clientele feedback, growth of program, etc.

2. Programs are evaluated each year by different external as well as internal groups.

3. Personnel are evaluated yearly. The criteria are built within each job description.

4. All administrative/management positions have a merit pay system tied to their evaluation schema.

Office education leaders, developing guidelines for a comprehensive office careers development program in the school setting is a formidable task. I hope the comments I have made will help you in your deliberations this week.

IMPROVING COOPERATION AMONG STATE AND LOCAL SUPERVISORS OF BUSINESS AND OFFICE EDUCATION, BUSINESS TEACHER EDUCATORS AND CLASSROOM TEACHERS

PANEL PRESENTATION

BY

MR. PAUL PLEVYAK
BALTIMORE COUNTY, MARYLAND, PUBLIC SCHOOLS

I am hopeful that the intent of this program session and particularly the invitation to me and the other panel members was not to imply that we do not already cooperate, but rather to try to detect weaknesses in our present arrangement, to point out duplication of efforts, to identify current concerns, and perhaps to try to suggest possible ways in which we might overcome some of these difficulties.

Cooperation involves three factors--people, time, and two-way communication. Simply stated it means people are concerned enough about something to take time to communicate personally or indirectly about this concern and to make an effort to resolve it. At this time, I shall attempt to identify some of these concerns:

There is need for cooperative endeavors in the recruitment of capable student candidates for business teacher training; and there is a need for improvement in the college teacher training program in order to successfully induct students into the teaching profession. A strengthened and improved training program for teachers will ultimately improve the educational experiences for boys and girls. As a local supervisor, my contribution to the education of boys and girls is made indirectly through the classroom teacher. Each year our school system has 15-25 new business teachers and a total business education staff of at least 165 teachers. We are constantly working with teachers who come from many different teacher-training institutions and who have been exposed to a wide variation in training experience. This situation necessitates intensive inservice programs--capsule methods courses, so to speak. We find a major area of deficiency in training experience in the social business subject areas and data processing.

Some recent experiences with student teaching programs have given us much concern. Our teachers who serve as cooperating teachers receive little information about the background of the person with whom they are to work, and the college gives the cooperating teacher little information in regard to the duties and responsibilities they expect of them. There is little personal contact on the part of the student teacher or the cooperating teacher with anyone from the college. In one recent instance, the cooperating teacher's first knowledge that she would work with a student teacher was on the first day of school when both reported for work. The only orientation to the program for both student and cooperating teacher consisted of a brief mimeographed booklet on the institution's student teaching program. Many student teaching programs have been reduced to 8 or 9 weeks which include Christmas vacation or spring vacation. This gives a very short period of time for student teaching. Visits by college supervisors are almost always limited to one or two contacts during this period of time. In some instances, student teachers are supervised by college personnel who have no knowledge or contact with business education.

Following graduation and placement in a teaching position, there seems to be no effort on the part of teacher training institutions to provide follow-up surveys of their teacher graduates to determine how well they are succeeding on the job. In my 14 years in supervision, only two institutions have made a follow-up survey of their graduates and only one of these institutions has made a fairly regular effort.

I should like to recommend:

1. That business teacher educators from different institutions in each state communicate with each other to develop a uniform set of guidelines and policies for cooperating teachers. The state supervisor might take the initiative for bringing these individuals together.

2. The organization of a continuing inservice program for cooperating teachers. This should be a joint effort between business teacher educators and supervisors on a regional basis within each state.

3. That business teacher training institutions initiate a follow-up survey of graduates, contacting both the graduates and the employing school system to assist in the successful induction of teachers into the profession to tc plan improvements in the institution's training programs.

4. That teacher training institutions, supervisors, and business teachers make a combined effort to work for more uniform national certification requirements.

A second area of concern is the growing apathy on the part of some classroom teachers for the education of boys and girls. Their chief interest is in teacher negotiated agreements which spell out the length of the school day, the number of meetings beyond school hours, and conditions for extra duty assignments. This trend seems to foster a growing attitude of expecting additional monetary compensation for activities such as participation in professional study and inservice activities and sponsoring student clubs. There seems to be a growing decline in teacher's willingness to assume responsibility for his own professional development. This change in professional attitude is evident in our state at the annual meeting of state teachers. Schools are closed for students during two days in October so that teachers may attend the state meetings. These two days are listed as duty days for teachers. Of the approximately 1,200 business teachers in the state, about 150 attended the business sectional meetings last year. Five years ago, three times that number participated.

To implement new ideas into the business education curriculum, different approaches for professional study will have to be implemented. One approach is granting credit for such activities toward salary increments. Another approach successful in our state has been a summer workshop sponsored by the State Department of Education for which teachers receive some compensation.

A third concern relates to the lack of articulation of business and office education programs between the secondary schools, community college, and four-year colleges. Dr. Louise Keller identified this as one of the critical issues in her presentation this morning. Here is an excellent opportunity for cooperation among the five business education groups.

A fourth area of concern is the uncoordinated and duplicate efforts on the part of all of us in compiling data and information which has implication for planning business and office education programs. Each of us in our local school districts search out such information as employment data, projected trends in employment patterns, and office equipment usage. A cooperative plan between state supervisors, the regional office, and the U. S. Office of Education is needed to compile and disseminate such broad based data.

This National Symposium has provided some of us in business education an opportunity to examine where we are and where we are going. We are appreciative of this opportunity afforded us by the U. S. Office of Education. It is now up to each of us to return to our states and regions and make an effort to begin communication toward the solution of some of the concerns expressed here; otherwise, this meeting will have been for naught. I suggest that each state supervisor serve as a catalyst to form an advisory group representing the various business education groups in the state to identify areas and to set in motion the machinery to strengthen business education in that state.

NEED FOR COMMUNICATION

PANEL PRESENTATION

BY

MS. AGNES KINNEY
DENVER, COLORADO, PUBLIC SCHOOLS

Communication is a major element in cooperation. We need to get together for exchange of ideas and experiences.

Supervision should play the leadership role in providing opportunities for good communication between supervisors and classroom teachers. These opportunities to communicate should be purposeful, well-planned, and meaningful for the classroom teacher.

Supervisors should assist the classroom teacher by presenting to them what is current in curriculum patterns, what is new in materials and equipment utilization, and what might be different and effective in methodology.

The initiation of curriculum development should be within the functional scope of the supervisor.

It is the responsibility then of the classroom teacher to take advantage of the opportunity and attend the planned sessions or meetings and listen with recpetive mind. The classroom teacher's input at this point makes the full cycle of give and take which in essence is true cooperation.

The supervisor should visit the schools and the classrooms to see the success or failure of certain teaching techniques. They should know first hand by being in the classroom what makes it with the youth today. Assistance to a classroom teacher at the most crucial time--the time a difficulty is happening--can really pay off.

The motivation of the classroom teachers involvement should be the challange the supervisor accepts and works at just as the teacher accepts the challenge to motivate students.

Turning to the teacher educator for a moment. They can provide great assistance to the classroom teacher by analyzing results from research and then presenting these results in a form that will be understood by the classroom teacher.

The classroom teacher then must in return make the classroom available to the researcher and they must certainly cooperate by providing the training ground for the future teacher.

Teacher educators should bring into their classrooms the supervisors so that the prospective teacher will know of the supervisors role and be ready to seek their assistance when needed.

We communicate in order to cooperate and it all takes our involvement to make it work. There must be give and take; it is a two-way street.

BEST COPY AVAILABLE

IDENTIFICATION OF THE PROBLEMS, DEFICIENCIES, AND NEEDS FROM THE VIEWPOINT OF THE TEACHER EDUCATOR

PANEL PRESENTATION

BY

DR. DORIS CRANK
UNIVERSITY OF ILLINOIS

1. The need for a closer liaison with state supervisors for all people to better understand the educational goals being attempted by both groups and to learn more about the state and national programs. I realize this is not a one-way arrangement. Perhaps one of the by-products of meeting such as this is the reflective thinking which takes place. I feel confident that I will try to do more, as I return to my state, to work more closely with the state supervisors. I do wish that the work of those in the state supervisory capacity could become less regulatory and more of a leadership type. This was mentioned in one of our small group meetings earlier this morning.

2. The need for teacher education institutions and state departments to work to develop a clearing house of materials produced within the states. There needs to be some arrangement made for the sharing of materials prepared. I am thinking here of simulation materials, task analyses, and task simulation materials.

3. A problem does exist in the administration of the student teaching programs. It is often impossible for the teacher education institution to specifically place a student teacher with a particular teacher in a school district. Too many times this responsibility is assumed by an administrator at the local high school. I think it is a problem in that so often the teacher educator knows the teachers in the high school who are using the most outstanding methods and learning strategies and the persons who work unusually well with student teachers. Yet at times, our student teachers are not placed with these best teachers of a school.

4. [illegible]re is need for the state departments and the teacher education institutions to cooperate in the sponsoring of in-service workshops. This has been discussed in our state but has not become a reality probably because of time and funds--it seems it should be a high-priority item. Perhaps consideration could be given to such workshops taking the place of the institute days so commonly required in local districts.

5. There is some concern about the problem of articulation between the secondary school and the four-year colleges and the junior colleges in terms of the skill competency levels of persons coming into the four-year programs. In our particular geographical area, we have had several articulation conferences with the community colleges and for the most part we have come to agreements regarding standards expected. Continuation of such meetings should be planned to continue to clarify and restate competencies needed to succeed at the four-year university level.

6. A concern to which teacher educators must address themselves is the fact that we hear of all the things we should be adding to our programs--an example is the information and experiences related to career education at the elementary level. We have heard several other items mentioned in our meetings at this symposium. Certainly we do not turn a deaf ear to your statements. We do ask, however, that you keep in mind that universities have a program which is determined by the best judgment of the teacher educators and conducted in accordance with the demands of accreditation agencies. We need the input such as we are getting here at this symposium, but we must keep in mind that learning must continue after a person leaves his bachelor degree situation. There will always be new areas of concern on which teachers must get further information. The in-service workshop and graduate level study are ways in which some of these areas can be studied. It will probably never be possible to keep changing the curriculum offerings at the undergraduate or graduate level to keep up with each innovation which comes to the educational scene. We keep trying, however. At Northern Illinois University we have at least two graduate course numbers in which we can teach the newest areas of consideration. However, in-service workshops are another way teachers can become updated on new educational developments.

THE ROLE OF THE JUNIOR COLLEGE

PANEL PRESENTATION

BY

MR. JERRY A. KICKLIGHTER
DEKALB COMMUNITY COLLEGE, CLARKSTON, GEORGIA

My discussion will center around the experience I have had at DeKalb Community College - approximately 14,000 students.

In a way, we can say, that the junior college is right in the middle - it has to work with both the high schools and the senior colleges.

With emphasis on "career education" today - it is very important that the junior college make every effort to:

(1) Prepare the individuals for employment
(2) Later in his career - upgrade his skills
(3) Retrain him for new jobs
(4) Prepare the individual for entry into four year colleges

How the community college works with the high schools, senior colleges, technical schools, and state and local supervisors is a step in the direction of satisfying the needs of the individuals enrolled in the junior college.

1. HOW DEKALB COMMUNITY COLLEGE WORKS WITH THE HIGH SCHOOLS.

(a) Early Admission Program: Selected high school seniors may choose to leave high school and enter DeKalb Community College under an early admission plan. Under this plan the following criteria and selection procedures will apply:

(1) The student should lack no more than three courses or units for graduation from high school.
(2) The student should have a minimum of 1000 on the SAT.
(3) The student should have at least a "B" average.
(4) The student should have a letter of recommendation from his counselor.

(b) Joint Enrollment Program: DeKalb Community College, in cooperation with many local high schools, provides the opportunity for the high school senior who lacks no more than three units for graduation to participate in the Joint Enrollment Program.

The Joint Enrollment Program provides two alternatives for enrollment. These are: (1) enrollment for a minimum of two courses per day plus a homeroom at the high school, permitting the qualified student to enroll for a maximum of two courses on the College campus; (2) enrollment for a combination of high school and college courses on the high school campus.

(c) Open Campus Program: DeKalb Community College, in cooperation with the DeKalb School District high schools, participates in Spring Quarter Open Campus Program for high school seniors. These students register for college courses while completing any necessary work in high school. College credits are stored for use when the student graduates from high school.

(d) Also, DeKalb College as a community college, takes pride in its "Open Door" policy of admission. In keeping with the open door philosophy, DeKalb College offers a developmental studies program. Placement tests are required as a condition for enrollment. The test provides the criteria for placing a student into the developmental studies program.

Beginning last year, the placement tests are now given in the local high schools in DeKalb County before Spring quarter. If the student shows deficiences, the college faculty offers remedial courses to the high school students beginning Spring quarter so that the student may enter the regular college program the following Fall quarter.

(e) College Credit by Examination: DeKalb College gives as much as 25 hours credit for CLEP credit and Departmental Examinations.

For these programs to be effective the high schools and the junior colleges must work together.

2. HOW DEKALB COMMUNITY COLLEGE WORKS WITH THE DEKALB TECHNICAL SCHOOL.

The DeKalb Technical School has now merged with DeKalb College to form DeKalb Community College. Students enrolled in what we call now the Technical Division of DeKalb Community College may take from 30 to 50 hours of college credit in the College Division and earn an Associate in Science Degree. The number of hours would depend on the program the student is enrolled in.

3. HOW DEKALB COMMUNITY COLLEGE WORKS WITH THE SENIOR COLLEGES.

Students who enter DeKalb Community College are guided into one of two basic program areas: Transfer Programs or Career Programs. Transfer Programs are designed for students who plan to transfer to four-year colleges or universities upon the completion of two years of academic work at DeKalb Community College.

DeKalb Community College participated in the University System Core Curriculum Program. This assures transfer of courses to schools in the University System without loss of credit.

Also, the Department chairman and Dean is invited to the four-year colleges to discuss how transfer students are doing.

Transfer credit is a big problem.

4. HOW DEKALB COMMUNITY COLLEGE WORKS WITH STATE AND LOCAL SUPERVISORS.

(a) Promoting Phi Beta Lambda.
(b) Participating in Business Education Conferences.

APPENDIX B

SYMPOSIUM EVALUATION

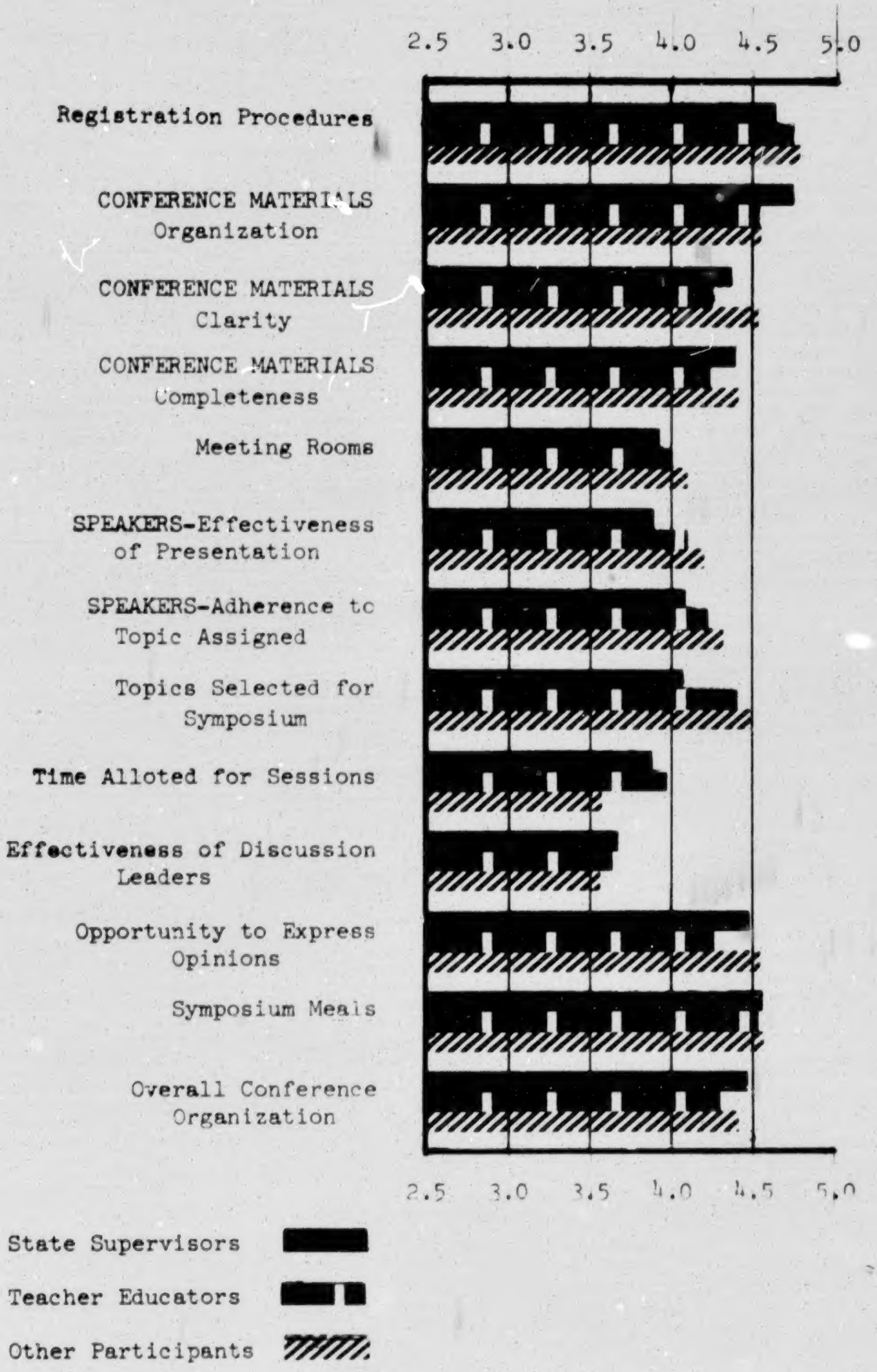
The participants of the Symposium were asked to complete a rating form evaluating the following aspects of the Symposium: registration procedures, conference materials, meeting rooms, speakers, topics, time alloted for sessions, discussion leaders, opportunity to express opinions, meals, and overall conference organization. A summary of the results of the evaluation of the areas is displayed in the graph on the next page. The graph presents a summary of the evaluation of each of the populations represented at the Symposium: state supervisors, teacher educators, and others. The overall Symposium evaluation of the total groups was 4.3 on a 5.0 scale.

The high rating was confirmed by informal comments of the participants during and after the Symposium and by the numerous letters received from the participants both by the Project Directors and by the United States Office of Education expressing a great degree of satisfaction with the Symposium. The Symposium appeared to provide a unique opportunity for a cross-fertilization of ideas and an exchange of philosophies between and among the various professional groups represented.

Business and office education, like all of education, must be in a constant state of self-renewal and must change if it is to remain dynamic. We can no longer think in narrow traditional terms. It is recognized that a true measure of the results of the Symposium will be the extent to which the recommendations made in the Final Report are utilized by those persons responsible for providing leadership in business and office education as they develop curriculum.

SYMPOSIUM EVALUATION

N=134



Overall Conference
Evaluation
4.295

APPENDIX C

NATIONAL SYMPOSIUM
FOR BUSINESS AND OFFICE EDUCATION
CURRICULUM GUIDELINES

This Symposium is part of a Project funded by the U. S. Office of Education, Grant # OEG-0-73-1182, through the Division of Business, Trenton State College, Trenton, New Jersey 08625

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Denver Hilton Hotel, Denver, Colorado
September 23-26, 1973

NATIONAL SYMPOSIUM FOR BUSINESS AND OFFICE EDUCATION CURRICULUM GUIDELINES

Denver Hilton Hotel, September 23-26, 1973

PROGRAM

SUNDAY, SEPTEMBER 23, 1973

1:00- 6:00 P.M. Arrival, Check-in, Registration — La Petite Room
Colorado Future Business Leaders of America and Phi Beta Lambda

6:00- 7:00 P.M. Reception — Mezzanine Foyer
Colorado State Advisory Council for Vocational Education

7:15 P.M. OPENING BANQUET — Silver Room
Presiding: Mr. James H. Wykle, Program Specialist, U. S. Office of Education

Welcome:
Dr. M. G. Linson
Director of Occupational Education and Board Executive Secretary
Colorado

Dr. Carmela C. Kingston, Project Director
Trenton State College
Trenton, New Jersey

Dinner

CURRICULUM DEVELOPMENT IN BUSINESS AND OFFICE EDUCATION
Dr. Robert M. Worthington, Former Associate U. S. Commissioner, U. S. Office of Education

MONDAY, SEPTEMBER 24, 1973

7:00- 8:00 A.M. Breakfast — Empire Lounge

8:00- 8:30 A.M. Meeting for all Discussion Leaders and Recorders — Empire Room

8:30- 9:30 A.M.	SYMPOSIUM I Presiding: Dr. Ellis R. Thomas, Project Co-Director State Department, New Jersey	Empire Room
	BASES FOR CURRICULUM DECISIONS Dr. Charles M. Galloway Ohio State University	
	THE NEED FOR COMMONALITIES AND MINIMUM STANDARDS IN BUSINESS AND OFFICE EDUCATION Dr. Ray Price University of Minnesota	
9:30-10:00 A.M.	Coffee and Conversation	2-B Display Area
10:00-11:30 A.M.	ORGANIZATIONAL PATTERNS IN CURRICULUM	
	01 Block Time, Modular, Flexible Scheduling Leader: Dr. Robert Poland Michigan State University Recorder: Dr. Martha Hedley University of Alabama	Terrace Room
	02 Intensified Programs Leader: Mr. John Lee State Department, Indiana Recorder: Ms. Lucille N. Polk State Department, District of Columbia	Denver Room
	03 Simulation/Model Office Leader: Ms. Mary Madden New Orleans, Louisiana, Public Schools Recorder: Dr. Rosemary DeLoach Eastern Michigan University	Room #540
	04 Cooperative Education Leader: Mr. Stephen J. Seu State Department, New Jersey Recorder: Ms. Mary Witherow University of Missouri	Room #541
	05 IPI Leader: Ms. Lucy C. Robinson State Department, Florida Recorder: Dr. James L. Morrison University of Delaware	Room #542
	06 Traditional Single-Subject Curriculum Leader: Dr. Ross Byrd University of Washington Recorder: Dr. B. Bertha Wakin State University of New York at Albany	Showcase I

11:45- 1:15 P.M. Informal Luncheon — Empire Lounge

1:30- 2:10 P.M. SYMPOSIUM II — Empire Room
Presiding: Dr. William Pasewark, (Project Planning Committee) Texas Tech University

THE CLUSTER APPROACH TO BUSINESS AND OFFICE EDUCATION CURRICULUM DEVELOPMENT
Dr. Harry L. Huffman
Colorado State University

2:15- 3:30 P.M. ROUNDTABLE SESSIONS

07 Record Systems and Control — Terrace Room
Leader: Mr. Merle Wood
Oakland, California, Public Schools
Recorder: Mr. James Taylor
Missoula (Montana) Technical Center

08 Secretarial — Denver Room
Leader: Dr. James Zancanella
University of Wyoming
Recorder: Dr. Ruth Jones
Kansas State Teachers College

09 Clerical — Room #540
Leader: Ms. Bonnie Gillenberg
State Department, Illinois
Recorder: Mr. Donald H. Peterson
State Department, New Hampshire

10 Administrative — Room #541
Leader: Ms. Carol J. Vote
State Department, Colorado
Recorder: Dr. Harry Jasinski
University of South Dakota

11 Business Ownership — Room #542
Leader: Dr. F. Kendrick Bangs
University of Colorado
Recorder: Dr. Patricia Wells
University of Virginia

3:45- 5:00 P.M. ACTION SEMINARS (Refreshments served during Seminars)

12 Role of State Staffs in the Development of Business and Office Education Programs — Terrace Room
Leader: Mr. Hobart Conover
State Department, New York
Recorder: Ms. Ann Masters
State Department, Nebraska

13 Public Relations — Denver Room
Leader: Mr. Frank Gilmer
Albuquerque, New Mexico, Public Schools
Recorder: Dr. Fairchild Carter
University of North Texas

14 Programs for Disadvantaged — Room #540
Leader: Dr. Robert Schulteis
Southern Illinois University
Recorder: Dr. Adaline Jones
University of Indiana

15 Programs for Handicapped — Room #541
Leader: Dr. Ernest Miller
Florida Tech University
Recorder: Ms. Rosalie Kay
State Department, Michigan

16 Basic Business — Room #542
Leader: Mr. Merle Wood
Oakland, California, Public Schools
Recorder: Mr. Verdell Jackson
State Department, Alaska

17 Business and Office Education Programs --K-9 — Showcase I
Leader: Dr. Marla Peterson
Eastern Illinois University
Recorder: Mr. Elmer Bittleston
State Department, Idaho

18 Business and Office Education Programs --10-12 — Showcase II-A
Leader: Dr. Kaye Mach
University of Wisconsin
Recorder: Mr. Jack Reed
University of Northern Iowa

19 Business and Office Education Programs --13-14 — Showcase II-B
Leader: Ms. Rosalyn Benamy
Rockland County Community College, Suffern, New York
Recorder: Mr. Jerry A. Kicklighter
DeKalb Community College
Clarkston, Georgia

6:00- 7:00 P.M. Reception — Mezzanine Foyer
Gregg and Community College Division,
McGraw-Hill Book Company

7:15 P.M.	DINNER Presiding: Dr. R. Charles Long, (Project Planning Committee), Washington (D.C.) Technical Institute CONSUMER EDUCATION: THE ROLE OF BUSINESS AND OFFICE EDUCATION IN THE INTERDISCIPLINARY APPROACH Mr. David Schoenfeld, Director Educational Services, Consumer's Union	Silver Room

TUESDAY, SEPTEMBER 25, 1973

7:00- 8:00 A.M.	Breakfast	Empire Lounge
8:30- 9:30 A.M.	SYMPOSIUM III Presiding: Mr. Leonard L. Carpenter, (Project Planning Committee), Portland Public Schools DEVELOPING CAREER EDUCATION GUIDELINES IN BUSINESS AND OFFICE EDUCATION Dr. Louise Keller University of Northern Colorado	Empire Room
9:30-10:00 A.M.	Coffee and Conversation	2-B Display Area
10:00-11:30 A.M.	ROUNDTABLE DISCUSSIONS	
	20 Role of BOE in Career Education --K-6 Leader Dr. Fd M. French Memphis, Tennessee, Public Schools Recorder: Mr. Don E. Potter State Department, Ohio	Room #509
	21 Role of BOE in Career Education --7-9 Leader: Ms. Joyce Sherster Miami-Dade, Florida, Junior College Recorder: Dr. K. Kenneth Carter Northern Kentucky State College	Empire Room

22 Role of BOE in Career Education --10-12 | Savoy Room
Leader: Ms. Dorothy Travis
Grand Forks, North Dakota, Public Schools
Recorder: Dr. Bertha Wakin
State University of New York at Albany

23 Role of BOE in Career Education --13-14 | Room #540
Leader: Dr. R. Charles Long
Washington (D.C.) Technical Institute
Recorder: Dr. Robert Peters
University of Maryland

11:45- 1:15 P.M. Informal Luncheon | Empire Lounge

1:30- 2:30 P.M. SYMPOSIUM IV | Empire Room
Presiding: Mr. Charles L. Bright,
(Project Planning Committe),
State Department, Kentucky

STATE AND LOCAL SUPERVISORS OF BUSINESS AND OFFICE EDUCATION, BUSINESS TEACHER EDUCATORS, AND CLASSROOM TEACHERS COOPERATE

Mr. Victor Van Hook
State Department, Oklahoma
Mr. Paul Plevyak
Baltimore County, Maryland, Public Schools
Ms. Agnes Kinney
Denver, Colorado, Public Schools
Dr. Doris Crank
Northern Illinois University, DeKalb, Illinois
Mr. Jerry A. Kicklighter
DeKalb Community College
Clarkston, Georgia

2:30- 2:45 P.M. Cokes and Conversation | 2-B Display Area

2:45- 3:30 P.M. REGIONAL ROUNTABLES

24 Region I | Empire Lounge A
Leader: Mr. Ralph L. Bickford
State Department, Maine

25 Region II — Empire Lounge B
Leader: Dr. Annell Lacy
Rutgers University,
New Jersey

26 Region III — 2-B Display Area-A
Leader: Mr. Emory Rarig
Bloomsburg, Pennsylvania
State College

27 Region IV — 2-B Display Area-B
Leader: Dr. Robert Kline
Winthrop College,
South Carolina

28 Region V — Savoy Room
Leader: Mr. Jack Sullivan
State Department, Minnesota

29 Region VI — Biltmore Room
Leader: Dr. James Finical
Eastern New Mexico University

30 Region VII — Room #509
Leader: Mr. Don Strait
State Department, Kansas

31 Region VIII — Room #540
Leader: Dr. Norm Milliken
Montana State University

32 Region IX — Showcase II-A
Leader: Mr. Brenton R. Aikin
State Department, California

33 Region X — Showcase II-B
Leader: Mr. Jess C. Kauffman
State Department, Oregon

3:45- 4:30 P.M. CONCURRENT SESSIONS
(I) SPECIAL ACTION SEMINAR FOR PLANNING COMMITTEE, DISCUSSION LEADERS AND RECORDERS — Empire Room
Presiding: Dr. Carmela C. Kingston and Dr. Ellis R. Thomas, Project Directors

(II) OPEN FORUM--ALTERNATE PROGRAMS IN BOE: An opportunity for "blue-sky thinking" in business and office education curriculum for all symposium participants not involved in Concurrent Session (1) Leader: Mr. James H. Wykle U. S. Office of Education Recorder: Dr. Rosemary DeLoach Eastern Michigan University	Showcase I

FREE EVENING
(Special Meetings by Arrangement)

WEDNESDAY, SEPTEMBER 26, 1973

7:00- 8:00 A.M.	Breakfast	Empire Lounge
8:30- 9:30 A.M.	SYMPOSIUM FEEDBACK Presiding: Project Planning Committee	Empire Room
9:30- 9:45 A.M.	Coffee	2-B Display Area
9:45-10:30 A.M.	SYMPOSIUM FEEDBACK (Continued)	Empire Room
10:30-11:30 A.M.	SYMPOSIUM FINALE Presiding: Dr. Carmela C. Kingston, Project Director, Trenton (N.J.) State College Conference Business Expense Vouchers Final Announcements Conference Evaluation	Empire Room
11:30 A.M.	Adjournment	